DOCUMENT RESUME

ED 294 227 CS 211 213

TITLE	Essential Skills: Writing Activities.
INSTITUTION	Kentucky State Dept. of Education, Frankfort.
PUB DATE	Jul 85
NOTE	76p.; For related document, see CS 211 212.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Basic Skills; *Class Activities; Educational Objectives; Elementary Secondary Education; Newspapers; *Skill Development; Spelling; Teaching Methods; *Writing Instruction
IDENTIFIERS	Kentucky; *Writing Development

ABSTRACT

This collection of practical writing activities was designed to give classroom teachers a variety of approaches, options, and techniques for teaching the essential skills in writing. The activities are organized into units according to grade level, one series of activities following each writing objective determined to be an indicator of whether a student should pass to the next higher level of achievement. (No activities are listed for those essential skills for which mastery activities are self-explanatory.) The activities in the primary and intermediate grades are designed to be as multi-sensory as possible to meet the learning style needs of all students. These procedures include having children use cereal to form the numeral they are studying, draw pictures of a family and explain who the members are, or write an ending to a story a teacher begins orally. Activities at the upper levels often include discussion and are based on literature, newspapers, content area reading, or topics of interest to teenagers. A list of educators who compiled the book and their addresses is attached. (ARH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J.D. Ellis
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ESSENTIAL SKILLS

Writing ACTIVITIES

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction
July, 1985

CS211213

BEST COPY AVAILABLE

FOREWORD

The 1984 General Assembly enacted legislation calling for the teaching and testing of essential skills in reading, writing, spelling, mathematics and library/research/reference in every grade in Kentucky. Educators from every school district in the Commonwealth worked together to develop lists of skills considered essential for pupils to progress to the next higher level of achievement and to attain success at that level. The lists of skills in those five areas have been disseminated to all schools within Kentucky.

After preparing the lists of essential skills, it was felt that many teachers had implemented activities within their classrooms which successfully taught those skills. In order to utilize this expertise, committees of teachers were established in each area to compile sets of activities which had been found to be effective. The activities included in this publication were selected because of their originality or uniqueness; they do not include those which might already be in general use and well understood by teachers. Other criteria for the selection of these activities were their ease of implementation and low cost.

It must be emphasized that the essential skills and the activities do not form a complete curriculum for any school. They should be integrated into the curriculum to assure that all pupils in Kentucky receive instruction in these skills and in the additional skills considered necessary for the development of an educated individual.

The Department and I wish to thank all those educators who gave their time and talent to the preparation of this publication. The activities should be of benefit to all teachers.

Alice McDonald
Superintendent of Public Instruction

ACKNOWLEDGMENT

On behalf of the Office of Instruction I want to express our appreciation to those who have given their time and talents to the development of this publication. The staff of the Division of Program Development, especially the Units of Language Arts and Mathematics/Science, provided excellent guidance in the compilation of these activities to accompany the Essential Skills in Reading, Writing, Spelling, Mathematics and Library/Research/Reference.

Those teachers and supervisors who served on the committees which compiled the activities deserve our special thanks because they were able to draw on their many resources to assemble the outstanding activities which are included in this document. The successful use of these activities by practicing teachers underlies their inclusion in this material. Those persons who served on each committee are named at the end of the publication.

James Fouche', Associate Superintendent
Office of Instruction

ESSENTIAL SKILLS
WRITING

PREFACE

The activities in this publication were generated to support the Essential Skills:Writing. They come from the recommendations of committee members and other teachers. While many activities are frequently used by teachers to enhance their instruction, those included in this publication were selected on the basis of their originality, adaptability, and ease of use.

Many activities can be used to teach more than one skill and can be easily incorporated into general classroom instruction. Teachers are encouraged to look at the activities listed for grade levels other than their own to select those most appropriate for their particular classes.

Many of the Essential Skills: Writing are stated in such a way that the activity necessary to develop mastery is self-explanatory. In those cases few, if any, additional activities are listed. Other of the Essential Skills: Writing are cumulative and are designed to emphasize the application of mechanical and/or structural skills in a student's own writing.

The activities are recommended as methods which have been found effective in helping students develop mastery. Each teacher will have to determine the appropriateness and applicability of the activities for her/his class and whether or not they complement the instructional program.

ESSENTIAL SKILLS
WRITING

KINDERGARTEN

The student will:

W00001 Use writing tools correctly.

Activities:

1. Use enamel paint or heavy pieces of tape to color code all pencils so that 3 colors appear: Red—where the thumb is positioned; yellow for the index finger, and green for the side of the middle finger. Introduce early in the school year so that all students hold pencils correctly. Use a stop light in art class before introducing the pencils to review colors of red, green, and yellow.

2. Use a rubber band on a pencil at correct holding position-commercial "grippers" can be purchased also. The rubber bands or grippers are used to place the fingertips above the object so the position is corect.

3. To show how important it is to use pencils and pens correctly, have the child try writing his/her name with his/her pencil in different positions (use the correct position last and be sure to use positions that are, without doubt, wrong and hard to use) and then show the correct position and have the child try again and discuss how much easier it was to write and how much better the finished product was. (Group activity—teacher directed).

W00002 Follow left to right, top to bottom progression.

Activities

1. To learn left to right progression, write the words Left and Right on the board side by side beginning each with a capital letter. Go over the spelling of the words. The teacher will stand with his/her back to class to demonstrate. Have the children hold their hands up in front of them (fingers together and thumbs to the side). Point out to them that the index finger and thumb on the left hand make the letter "L". Explain to them that this can be a clue in remembering where to begin both for writing and for reading.

2. To reinforce the left to right progression combine the social skill of setting a table with the concept of left to right. Have available for the children one table setting for each child. Show them how to place this

on the table in their place in the correct order beginning on the left with the fork and proceeding to the right and ending with the spoon. After practice with the actual objects have the children paste onto a place mat cut outs of a fork, plate, knife, spoon, and glass, being sure to begin with the fork on the left and proceed in order to the spoon on the far right.

3. Make arm bands or bracelets for the children to wear on specified arms. (Plastic holders from soft-drink cans may be used in place of construction paper.)

4. Make letters with water and paint brushes on the chalkboard for practice, being sure student progresses from the left to the right.

W00003 Copy first and last names from a model using upper and lower case letters.

Activities:

1. Have the children write their names with fingerpaint, in sand, a pan of salt, or pudding.

2. Print the child's name on a piece of construction paper with lines drawn on it. Go over the letters in the name with the children so that they are sure of the letter names. Help the children to trace the name with their fingers. Then give the children a small bottle of glue and guide them in tracing the name with glue one letter at a time. As each letter is completed have the children sprinkle glitter or colored sand over the glue. Continue until all letters are done. Let the name dry overnight. On the next day have the children trace with their fingers the glittered name saying each letter as they go over it. Be sure that they begin in the right places and go in the right directions. After several tracings give the children a piece of paper and a pencil. Put the glittered name on the table above the blank paper and have the children copy their names onto the paper. Confine activity to learning center.

W00004 Copy some upper and lower case letters from a model.

Activities:

1. On a bulletin board build a race track for cars and add a car each time a letter is introduced. Make the cars colorful and on the side door draw lines to put the letters on in upper and lower case. Have the cars headed toward the finish line and move them as you add on more. Keep the bulletin board intact until all have been introduced. Laminate the cars so the students may take them to their seats to copy on writing paper.

2. Obtain a set of magnetic letters (both upper and lower case) and a magnetic board of some kind. Let the children simply play with the letters and board for a period of time. Then choose the letters you wish to teach and put all others away. Give a little more time for play and experimentation. Take opportunities as they arise to mention the letter names and talk about the shape and size of the letters as they play. After a reasonable length of time have the child trace the magnetic letter with his/her finger. After having traced the letter several times have the child make that letter in the air. First make a very small letter. Then make a **VERY BIG** letter and sizes in between until they are familiar with the strokes needed to make that letter. Guide them with your hand at first or stand beside them and make the letter in the air with them. After this practice provide paper and pencil and the magnetic letter (for a model) and have the child write the letter several times on the paper. Repeat the process if necessary until the child can copy successfully.

3. Sprinkle jello on glue placed on pre-cut letters. Feel, smell, and then copy. (Cross-reference W00003.)

4. Have the child feel sandpaper letters or numerals with fingers.

W00005 Copy numerals 0-10 from a model.

Activities

1. Have the children use cereal to form the numeral they are studying.

2. Using his/her body, let each child "act out" the numeral to form it. This works best when they can lie on the floor to make the numeral.

3. Draw and cut out eleven different animals from poster board, draw in details and color with markers. They should be approximately 10" high. On the bodies draw lines for printing the numerals. Make the numerals about 6" high then laminate each animal. Instruct the children to choose an animal sometime during the day and practice ten times making the numeral correctly. Have them do this until all eleven have been copied. The teacher can also draw the animals on a stencil so each child can have a number book to color and keep. Use coloring books for animal patterns.

4. Obtain a flannel board and the flannel numerals 0-10 (tape or sew together 1 and 0 to make a 10 that will not come apart). Put these numerals on the flannel board but not in order. Let the children move them around and manipulate them for a little while. When you are ready to begin have the child move all the numerals to the bottom of the flannel board. One at a time have the child find the numeral that comes next and place it at the top of the board in the proper order. Be

sure to name each numeral as it is put into place. Have the child trace with his/her finger each numeral as he/she puts it into place and call the numeral by name. Give the child a piece of paper and a pencil and let him/her copy the numbers in order from the flannel board. It may be necessary to let the children take each number from the board as they prepare to write it and put it down on their paper for a closer look.

5. Take a long piece of construction paper or poster board and write the numerals 0—10 on it with a magic marker. Show the child the numerals and tell him/her the name of each numeral in order. Let the child point to the numerals and say the name. Have the child go back and trace each numeral with his/her finger while saying its name. Give the child a small bottle of glue and a piece of yarn. Let the child trace the numeral with the glue. Then have the child place the yarn over the numeral outlined with glue. Do each numeral this way. Let the numerals dry. Have the child trace the numerals again with his/her finger. Give the child a piece of paper and a pencil and let him/her copy the numerals in order using the yarn numerals already made. The process of making these numerals should have provided enough practice that the child will be able to copy these numerals.

ESSENTIAL SKILLS
WRITING

GRADE 1

The student will:

\W01001 Interpret orally a drawing created by self or others. (Identify the correct interpretation of a drawing.)

Activities:

1. Discuss two or three pictures and what is happening in each. Put three sentences on the board for each picture. Together choose the sentence that best describes the picture. Then give the children a page with three or four sentences to do on their own. Also have students draw a picture for each of their sentences.

2. Children will draw and explain their self-portraits showing different moods, such as angry, sad, happy, worried.

3. Draw a picture of a family and have each child tell who the members are and something about them.

4. Cut out pictures from the comics. Mount these pictures on construction paper. Place all pictures on the wall, chalk tray, or display them in some way. Write the correct interpretation for each picture on a slip of paper. Put all slips into a bag. Let a child reach into the bag and pull out a slip. Read the interpretation to the child. The child then matches the interpretation to the picture displayed. If the child is wrong he must put the slip back into the bag and his turn is over. This process is continued until all pictures and interpretations are matched properly.

5. Each student draws his/her own picture, as they tell the class or the teacher about it, record what is said. It can be made into a storybook for the room. Children can take turns taking it home, or make individual books with just their own story.

6. Let the children discuss a picture by naming objects and their uses or by telling about the action taking place. For example: what the people are doing, where they may be going, etc. Try to have several pictures of things they know about so several have a chance to respond. Another similar activity is to have each child bring a snap shot from home to tell about. Encourage them to use correct grammar and complete sentences, but do not correct them while they are talking. The teacher can correct the grammar when he/she repeats what the child has said.

W01002 Develop pre-writing skills orally through language experience charts.

Activities:

1. Use activities such as popping popcorn and making peanut butter sandwiches to initiate language experience stories.

2. Read the book **A Cranberry Thanksgiving** (or any other appropriate book) to the children. Discuss the story in detail. On the following day bring the necessary ingredients and bake the bread discussed in the story. While the bread is baking, have the children discuss the fun they had in listening to the book and in baking the bread from the book. Write the discussion down in story form for them on a chart. After the bread is baked, slice it and share it with the class. While they are enjoying the bread read them **their** story as they dictated it to the teacher. Make a copy of the story they wrote and include the recipe to send home for them to share with their parents.

3. Have students make up a story about taking a trip (zoo, fair, circus, etc.). Have the students think about how they got there, what they saw there, and how they got home. Let the students contribute their ideas and thoughts about the trip to create the language experience story. It would be ideal for the class to actually make the trip.

4. The teacher writes down the stories of the younger children exactly as they tell them and lets them illustrate their own stories.

5. Use a picture or an experience as a springboard. As they discuss the picture or experience, help the children formulate repetitive statements. For example, the progressive description of a pictured boat might read:

   This is a boat.
   This is a white and blue boat.
   This is a white and blue boat on water.
   This is a boy's white and blue boat on water.

W01003 Write upper and lower case letters accurately without a model. (Identify upper and lower case letters.)

Activities:

1. When first graders begin to do manuscript writing, they often have difficulty in placing the letters properly in the ruled spaces. Draw a house in the double space of their paper and then talk about letters which live in the whole house, occupying two floors, those which live just in the downstairs, and those which go all the way down into the

basement. The children seem to understand this comparison and quickly catch on to the positions of the letters.

2. Make a set of upper and lower case letters on fish shapes. The children can fish for them and write the letter in the other case that goes with their catch. (Ex. fish for the upper case—write the lower case.)

3. Lower case letters are written on section of paper plates. Upper case letters are written on clothespins. Match the paper plate and the clothespin.

W01004 Write first and last names without a model using upper and lower case letters.

Activities:

1. To give practice in writing first and last names without a model, help the children to make autograph books from construction paper and typing paper. Have each child sign everyone else's autograph book. By the time they have signed 20 to 25 autograph books they will be well practiced at writing their names without a model.

2. Ask the children when they come in each morning to sign their full name on a sign-in sheet. Explain to them where the sheet will be every morning and be sure that it **is** in that place daily and that there is a pencil available. Explain to the children that they **must** sign their name because that sheet will be used to check roll each morning and if their name is not on it they may be counted absent. (You'll probably need to remind them the first few mornings).

3. Use the white styrofoam packing material used for shipping to form the letters to write their names.

4. Have students make their own name tags.

W01005 Identify correct meaning of rebus sentences.

Activities:

1. Spread out a number of picture cards face down. Have children pick up a card, look at the picture, and make up a sentence using the name of the picture in the sentence. (To be used with 16 High Frequency Words). Later, have the children pick up 2 or 3 cards on each turn to make the game more challenging.

2. For practice in recognizing high-frequency words, stick small self-adhesive labels to a blank game cube and write the high frequency words (I, do, you, will, we, not) one on each side of the cube. On two

sheets of paper, write two identical sets of sentences, using the words you wrote on the cube. Have cardboard markers available. Two players, in turn, roll the cube and place a marker on the word they roll (word can be in any sentence on the card). The first player to cover every word in a sentence is the winner. If a player rolls a word that is already covered in each sentence, the player may roll again.

3. Write a collection of rebus sentences on sentence strips. Place these sentences down a column on one side of the bulletin board. Write the sentences in words only on sentence strips. Arrange them in a column on the other side of the bulletin board or flannel board so that they are not directly across from the rebus sentence they stand for. Attach a piece of yarn long enough to reach from the rebus sentence. Put push pins in front of each regular sentence. The child must read the rebus sentence and the regular sentences and match the pairs by running the yarn from the rebus sentence to the regular sentence and wrapping it around the push pin in front of the correct regular sentence.

4. Write a rebus sentence for each student. Print the words and paste the pictures on drawing paper. Give one to each student. Have the students draw pictures showing what the sentence on their paper says. After the drawings are finished, ask the students to read their sentences and show their pictures to the class. Display the pictures in the reading corner.

W01006 Use (Identify) accurate spacing between letters in a word and between words in a sentence.

Activities:

1. Have students use their fingers to space between words in a sentence.

2. Fix a manipulative bulletin board "Flying High with Words and Phrases" using the red baron and his planes—have streams of smoke trailing behind each plane. Fix phrases and words that will fit on top of smoke —some good and some bad showing crowded letters and crowded words in phrases. Make big black X marks out of poster board to place over the wrong way of spacing letters and words. Play a game with the class and let them decide the way letters and phrases look best. Let the students use patterns to make, color and cut out the airplanes and smoke. Use words and phrases they are familiar with from spelling and reading.

3. Write a string of letters on the board. Leave very little space between the letters. Explain that these are simply letters and they do not mean anything in particular in this random order but that when we choose several of them and put them in a certain order they make what we call words. Choose a few letters that would make a small word such as **the**

or **cat** and explain that when we take these letters and put them in order close together they make what we call "words." Then show the children how we put several words together to make a sentence. Using the theory that letters in words are "close neighbors" and need very little space between them and that words in a sentence are "country farms" and have more space between them show the difference in the amount of space between letters in words and words in sentences. Have the children practice writing sentences remembering to make words "close neighbors" and making the space between the words like "country farms."

ESSENTIAL SKILLS
WRITING

GRADE 2

The student will:

W02001 Write (Identify) a simple sentence.

Activities:

1. After second graders have learned to accurately shape letters, write on the line, evenly space between letters, words and sentences when copying, have the students write their own class newsletter thus revealing their ability to, among other skills, write a simple sentence.

2. After reading a Dr. Seuss book, discuss animals that we would never ever see. Encourage all the fantastic ideas the children may have. Then either try A or B or first A and later B.

   A. One young artist draws an animal on a large chart and then children dictate sentences for the teacher to write about this animal. Some incomplete sentences (phrases) are accepted. While rereading the chart the errors are discussed and changed.

   B. Each child draws an animal and writes a short paragraph about it.

3. Give each child a green and a red slip of paper. Teacher reads a group of words. If the words make a complete sentence, the children hold up green paper. If not a sentence, they hold up red paper.

4. Put groups of words on pizza boards with answers on back. Put yes on several clothespins and no on several clothespins. Children read group of words. If they form a complete sentence, they clip on yes. If not a complete sentence, they clip on no. Board can be turned over to check answers.

5. Display a series of pictures in front of the room. Children are to draw illustrations of their own and write one sentence to go with each. Put together for a booklet to take home to read.

6. Using sentences appropriate for the grade level, write each sentence on a different color of poster board and cut it apart between the words. Students will arrange the words to make a complete sentence out of each set of colors.

7. Find several different pictures that would be appealing to the children.

Cut them out and mount them on construction paper. On sentence strips, write a simple sentence to go with each picture. Let the children read the sentences and put them with the correct pictures. Point out to them the elements of a simple sentence and how it is put together. After having used this activity several times change it by giving the children two choices for each picture (one fragment and one simple sentence). In the third stage of this series of activities, supply pictures and blank sentence strips and have the children write their own sentences to go with the pictures.

8. On the chalkboard, place examples of short sentence fragments and complete sentences. Explain the differences and illustrate. Then, ask students to give words to help make the sentence fragments into complete sentences. Play a quick game by giving directions to the students by speaking in fragments to illustrate the importance of complete sentences.

   Example: Go to the
   Yes there is
   Don't give me
   You may turn
   What do you
   Are you
   The crayons are
   Get the paper for

   Pass out a worksheet with several fragments and several complete sentences and ask the students to draw a line under the complete sentences and mark out fragments. Go over this orally when finished.

W02002 Express ideas in writing (The child may use invented or non-traditional spelling).

Activities:

1. As a class, write a story. As the children dictate the story, the teacher writes down the words on the board. The teacher or students need to decide on a topic before starting. After the story is finished, obtain a blank filmstrip. An old filmstrip made be made blank by dipping it in clorox. Have each child illustrate a part of the story. Next have the children record the story on a tape recorder, sounding a bell each time the filmstrip should be changed.

2. During the holiday season there are many opportunities for expressing ideas and feelings. To take advantage of these opportunities take time to ask the children about their holiday traditions. Try to bring out what they like and dislike about these traditions. After the discussion ask the children to pick out their favorite holiday tradition and draw a

picture about it. Then they should write a short story telling about the tradition and why they like it. Later on do the same thing with the tradition they like the **least**.

3. A simple colorful picture is shown to the students. The class discusses what they see in the pictures and ideas are formed as a basis for the story. Each child writes a story. Spelling and punctuation are not graded in first grade. Students are encouraged to share their stories orally.

4. The teacher begins a story orally and each student finishes the story by writing an ending.

W02003 Identify the correct use of a period to terminate a telling sentence.

Activities:

1. Take the children outside. Have a chalk line on the blacktop to follow. The chalk line is to represent a highway. Show the children a stop sign made from red poster board. Try to draw from them what this sign means. If no one comes up with the correct answer, tell them. Explain to them that they are going to pretend to be driving cars along the highway (chalk line) and any time they see a stop sign they must do what it says or they will be ticketed. Let the children begin "driving". Periodically raise the stop sign. Any child who does not stop within a reasonable length of time is to receive a "ticket". The next day show the children a giant period. Explain to them that a period is like a stop sign. It tells you to stop. Go outside and play the game again except this time use the period as a signal to stop. Once back inside explain the use of the period at the end of a sentence. Explain that the sentence will TELL you something. It will give you information. Have a list of sentences written on a giant chart. Some of them should be telling sentences and some should be asking sentences. Have them come up and draw a period at the end of only the sentences that tell them something.

2. Have children make punctuation wands by covering their pencils with aluminum foil. Have them fill in punctuation marks on an activity sheet using their "punctuation wands".

3. Give students asking sentences and have them change them into telling sentences.

4. Prepare a game board (pizza) with sentences in the sections on front with no ending mark. Correct answers are on the back. Put ? and . on clothespins. Children match mark to sentence, then turn over to check answer.

W02004 Identify the correct use of a question mark to terminate an asking sentence.

Activities:

1. Bring two hats from home. Put a large period on one and a question mark on the other. Teacher reads a story or set of sentences. Children take turns putting on the hat needed for punctuation of that sentence.

2. Write a set of questions and statements on sentence strips about a story just completed in reading circle. Make a set of ending marks on sentence strip circles (? .) and place in box. Place the sentences on the floor in the center of the circle. Children take turns getting an ending mark from a box and putting it where it belongs. Then each may explain his/her choice.

3. Show a collection of telling sentences with periods at the end. Read the sentences aloud. Draw from the children information on what signals the end of the sentences. Elicit from the children the fact that all of those sentences are telling sentences and that we know something because of reading them. Go through the sentences and have the children summarize what the sentences tell them. Now show the children a list of questions. Draw from them through discussion that these sentences are different from the others in that they do not TELL you something but they ASK you something. Show the children a picture of a question mark with a graduation cap and gown and books (you can buy a set of punctuation cards like this or if you are artistic you can make it). Explain that the reason the question mark has books and a cap and gown is that it is like a professor (or teacher) and is always asking questions. Explain that you can always answer any sentence that a question mark follows. (You might need to explain that even though they may not know the answer, there is an answer because a question has been asked.)Have the children take turns in reading the sentences and putting a question mark at the end of each.

4. Be "newspaper reporters". Invite a guest to the room (a principal or special resource person). Teacher lists on the board words such as who, what, where, why, when etc. Children write down questions they might ask the guests to find out more about their occupations. Make sure each ends with a question mark.

5. During a science inquiry session prepare on a chart a list of questions for which the students seek answers.

   - Where is air?
   - Will air help me?
   - Will air hurt me?
   - How may I find out if air has weight?

W02005 Identify the correct use of a capital letter for the pronoun I.

Activities:

1. Cut a large sheet of paper for each child. Have them paste pictures of themselves at the top. Under the pictures have them write telling sentences about themselves. They can cut pictures from magazines to fill in part of the sentences.

   Example: I like _____ to eat.
   I can _____ the best.
   I am _____ .
   I like to play _____ .

2. Play **What am I?** Child describes in writing in two or three sentences some object/animal and ends with the question "What am I?" Each gets in front of the room and shares.

3. This activity is to be used after the concept of the capital letter for the pronoun I has already been introduced. This will help to reinforce the concept.

   Take a list of words in which "I" is the first letter and write them individually on slips of tag board. Include in these word slips several slips on which the pronoun "I" is written in lower case. Take two boxes and label one with an upper case "I." Label the other with a lower case "i." Place all the word slips into a bag and have the child shake the bag in order to mix the word slips. The children then reach into the bag and draw out a word slip. They must read the word, decide whether it should begin with an upper or lower case "i." They must then place the slip in the correct box. Enclose a check list in the top of the box so that the game can be self-checking.

4. On any type of game board write words that begin with the letter "i". On several spaces use the pronoun "I". Supply dice. The children roll the dice, move the number of spaces indicated, read the word on the space, and indicate whether the word should begin with a capital or small "i". If they are correct they may move ahead one more space. If they are incorrect they must stay where they are until their next turn. You will want to include on the game board some "special" spaces too such as Move Ahead 3, Lose 1 Turn, etc.

W02006 Identify the correct use of a capital letter for the beginning letter of the first word of a sentence.

Activities:

1. Have the children make magnifying glasses out of pipe cleaners. Cover

the "glass part" with clear wrap. Write sentences on the board. Let children take turns coming to the board with their magnifying glass and placing it where a capital letter should be. Be sure and tell the children what a magnifying glass is for—to make things bigger. Thus the magnifying glass is to make a letter bigger by making it a capital letter.

2. Put sentences on sentence strips. Put capital letters (one for each letter of the alphabet) on clothespins. Students take clothespin with proper capital and clip it over the first letter of first word in the sentence.

3. Write out some scrambled sentences for the children. They are to rearrange/rewrite the sentences making sure they begin and end the sentences correctly.

4. Talk with the class about taking trips. Bring into the conversation the fact that when you go somewhere unfamiliar you will likely need to take a map and follow it. Compare writing sentences with reading a map and following road signs. Remind them that we have learned that a period or question mark are "signs" that a sentence is ending. Explain to them that there is also a "sign" that a new sentence is beginning. That sign is a capital letter on the first word of the new sentence. Show them examples on the board of capitalizing the first word of a sentence by simply writing some sentences on the board. Be sure to bring to their attention that you have capitalized the first word of each sentence you have written. Ask the children to give you some sentences to write on the board. Write them with no capital letters. Let the child who gave you the sentence come to the board and erase the small letter at the beginning of the sentence and replace it with a large letter.

5. Write a short story on the board (using no proper nouns). Leave all words beginning with small letters. Be sure to make the punctuation marks at the end of the sentences very prominent. Read the story to the children. Let the children, one at a time, come to the board and find a word that has a small letter at the beginning that should be a capital letter and correct it.

6. Write sentences on the board or make an activity sheet where the first word has been omitted. Have the children select the correct word from a list to fill in the blank. Make sure they capitalize each as they fill them in.

W02007 Identify the correct use of capitals for the first letters of proper nouns (people, places).

Activities:

1. Have children draw pictures of make believe animals. Have them write

a story about their animal, including their names, where they live and anything else about them (their friends or places they visit, etc.) being sure to capitalize the first letters of proper nouns.

2. Have 2 posters labeled with NAMES OF PEOPLE and ANIMALS and another with NAMES OF PLACES. Children cut out these names from magazines and newspapers and paste on appropriate poster to make a collage.

3. Teacher reads sentence. Children stand up and/or clap when they hear nouns that need a capital letter.

4. Use newspaper articles to let students circle all names they can find.

5. Make a class directory. Include a photograph of each pupil. Have each child write his/her name and a short biographical statement under each photograph.

6. Give each student a sheet of paper labeled with the following column headings:

   Name of Person
   Name of Place
   Month
   Day
   Holiday

   Give the students 10 minutes to write as many proper nouns as they can in the appropriate columns.

7. Write a story on the board (or ditto master and make copies) using lots of proper nouns. Read the story to the children. Using the discovery method guide the children in a discussion to discover that all of the names of people and places (proper nouns) in the story begin with capital letters. After that concept has been discovered write another story leaving the proper nouns with small letters at the beginning and let the children correct the story. The more able children will probably be able to do this on their own. The others may need some direction or help from the teacher.

8. Take a round piece of cardboard (pizza board) and divide it into sections (the number will depend on the size of the cardboard). Place a spinner of some kind in the middle. In each section write either a proper or common noun. Be sure to start all words with a small letter. Let the children, one at a time, spin the spinner. They must then tell what the word is the spinner lands on and whether it should have a small or capital letter. For each correct response the child will receive one point. When a word has been used once they must put a clothespin on the edge of that section and if the spinner lands there

again, that person must spin again. The children keep up with their score and can play individually and try to improve on their last score and play against each other and the child with the most points when all words have been spun is the winner.

ESSENTIAL SKILLS
WRITING

GRADE 3

The student will:

W03001 Write (Identify) simple sentences in response to specified ideas/ topics.

Activities:

1. **JUNGLE ADVENTURE**

   Have all the pupils help to write a jungle adventure. Let each pupil think of a predicate to complete the sentence (Then they _____). Make the predicate tell of some daring feat (Then they wrestled a crocodile.). When the pupils are ready, begin the story with the sentence "Paul and Paula Pureheart entered the dangerous jungle." Have the pupils continue the action by reading their sentences.

2. **MISSING MONSTERS**

   Have all the pupils draw and color their favorite monster on art paper. Supply the pupils with copies of simple sentences, leaving out the subjects. Take turns reading and writing the simple sentences using the pupils' own monster character's name (_____ has four ears. /_____ is a lime green monster. /_____ has slimy, cold skin.)

3. At some time most all third graders have played "Simon Says". Make sure that they all know the rules. If some are not sure go over them for the whole class. Explain that the difference in this game is that they will not be doing things with their bodies. Rather they will be writing sentences on a particular topic or idea. Proceed with the game by saying: "Simon says write a sentence about your pencil" (or anything else, that's just an example). After all are finished the children must read the sentences aloud. Those who followed the instructions will receive one point (use something physical such as chips or toothpicks) those who were wrong do not receive the "point". Continue for a predetermineed number of rounds. The one with the most "points" wins. (This must be used with small groups rather than a whole class because of the nature of the game.)

4. On small strips of paper write various topics or ideas (one per strip) for sentences. Fold the strips and put them in a plastic bowl or cup. One at a time let each child reach into the bowl or cup and pull out a strip of paper. The child must then go to the board and write a sentence on the topic. The other children in the room might enjoy guessing what the

topic was. If the child has done a good job of writing the sentence, the others will not have a hard time guessing the topic the child had.

5. Ask pupils to think of a school-related activity, such as cleaning the chalkboard, sharpening pencils, and so on . Have them write a simple sentence explaining how to perform this task.

6. Have each child choose an item from the classified ad section in the local newspaper that the child wants more than anything else. Clip it out. Have the child write simple sentences telling why he/she wants this "thing" and how he/she plans to get to.

7. Have the pupils conduct a Story-Go-Round. Pupils take turns making up sentences that tell what someone or something does or did. Have pupils link the sentences by using the noun in the predicate of the first sentence as the subject of the following sentence, and so on.

   Example: The girls shot the arrow.
   The arrow hit the balloon.
   The balloon fell into the tree.
   The tree _____.

8. Each student is given a picture. After studying the picture, it is turned over. On the back is a list of sentence fragments and simple sentences that go with the picture. The student must locate the simple sentences.

W03002 Identify correct word order in a simple sentence.

Activities:

1. Cut out colored pictures from magazines and mount and laminate them. On sentence strips, write a simple sentence to go with the picture. Cut apart the sentence so that no two words are together. Give each child an envelope which contains a picture and a cut apart sentence to go with it. The child must take all pieces out and arrange the words so that they make a logical sentence that goes with the picture.

2. Given a line of scrambled words, the students will make a sentence which includes every word in that line. The students cut out the words and arrange them on another piece of paper making a sensible sentence. Then they paste the words onto the paper.

3. **PUZZLE PIECES**

   Cut apart tag board sentences between subjects and predicates. Cut as puzzle shapes. Put subjects into one envelope and predicates in

another envelope. Allow students to work in pairs mixing and matching the puzzle pieces.

4. The teacher will make up sentences and write each word of the sentence on a card. The teacher will call up as many students as there are words for that sentence and give each one word. They are to stand in any word order in front of the class. Now see who can be the first student in the class to unscramble the sentence so it makes sense. This could also be played as teams. Make up two sets of the same sentence and see which team could unscramble themselves to solve the sentence order.

W03003 Identify the correct use of an exclamation point to terminate an exclamatory sentence.

Activities:

1. **SMART SPY**

   Classroom teacher should prepare sentence strips and place throughout the room. These strips should include the 4 sentence types. Then have students draw and cut out of art paper spy magnifying glasses. Conduct a "spy search" throughout the room locating exclamatory sentences, pasting them on poster board, and supplying the correct punctuation with magic markers.

2. **PICK-A-POCKET**

   Make construction paper kangaroo and pockets for bulletin board. Students select sentence strips from kangaroo pouch to put in correct pockets:

   statement question quotation exclamation

3. On the board write several sentences that could be telling sentences or exclamatory sentences depending on voice inflection. Read each sentence (one at a time) as if it had a period and then as if it had an exclamation point. Make sure the children hear the difference. Now erase those and put up another set. This time read the sentence one way or the other and then let the students come up and put the proper punctuation mark at the end. This could be reversed by putting the punctuation at the end for them and having them read the sentence with the correct inflection as determined by the punctuation at the end of the sentence.

4. Manipulative bulletin board—children will match correct punctuation marks with sentences by pinning colored yarn from sentence to mark. Self check by cards with correct answers in pocket on board.

5. Students cut exclamatory sentences from the newspaper or magazines. These sentences along with others of varying kinds are put in a container. The class is divided into teams. The teams take turns selecting a sentence from the cup. If the sentence is exclamatory and read correctly, the team scores a point.

W03004 Identify the correct use of a period in Mr. and/or Mrs., and abbreviations for days of the week and months of the year.

Activities:

1. Make a bulletin board with a large volcano. Write twenty or thirty words on the volcano that can be abbreviated. At the top of the volcano, write the abbreviations in puffs of smoke to look like the eruption. Let the children select the correct puff and match with the word written on the volcano. Have the children make sure the period is used in the correct place.

2. Draw a large apple on paper with twenty-one bites drawn on the apple. Put a number on each bite and write a word on the bite. Have the children number to twenty-one at the bottom of their paper and write each word that can be abbreviated using periods in the correct places. If a word cannot be abbreviated, leave the space blank beside the number. After the children finish, they can color the apple bites red for the words that can be abbreviated and green for the words that cannot be abbreviated.

3. Give each student several sheets of paper. At the top of each sheet of paper, have the students write a rule for capitalization. For example, one rule might be, "The first word in a sentence needs a capital letter." Another might be, "Titles of people before their names need capital letters." Then have students find examples in newspapers and magazines and paste them on the appropriate sheets. Colored markers or pencils can be used to circle the capital letters that illustrate the appropriate rules.

4. Have a story ready to place on an overhead for the whole class to see. The story must contain titles of people and abbreviations for days of the week and months of the year, but will contain no periods. Read together and each time a period is needed they are to clap, whistle, snap their fingers or stand up to acknowledge that a period is needed.

W03005 Identify the correct use of capitals for the first letters of proper nouns (months, days of the week including abbreviated forms, and holidays).

Activities:

1. Mimeograph a short story for each student. Write the whole story in lower case letters, putting in punctuation marks. With their crayons let

them go back through the story and color in where the capitals should go.

2. Make a set of laminated alphabet cards of capital letters. Write sentences on the board, all in lower case letters. Let a student come to the board and stick the correct capital letter where it should go.

3. Write several students' names on the board. Lead a discussion about the list of names and how they are alike. Guide the discussion until someone comes up with the fact that all people's names begin with capital letters. Now put the names of the children's pets across from their names and point out that they also begin with capital letters. Ask the children to name some of the other schools in their area and write them on the board. Point out that they too begin with capital letters. End the discussion by pointing out that all people's and pet's names and names of places begin with capital letters. Also bring out the fact that in addition to names of people and places, the names of special days such as Halloween and the names of the days of the week begin with capital letters.

4. Have the students pair off. Let each student write a sentence that contains proper nouns. They are not to use any capital letters in their sentence. They are then to exchange the paper with the other student and correct the letters that should be capitalized. The papers are then returned and checked by the original authors.

5. Make appointment cards for different days of the week and months, including abbreviations. Each child will learn the month, day of week and how to spell each as well as read the card. The class is then divided into two teams. A player on team 1 writes the name of a day or month on the board. A player on team 2 must write the abbreviation correctly.

   Next a player on team 2 writes a name of a day or month. A player on team 1 then writes the abbreviation, etc. Score one point for each correct answer.

6. Have pupils write invitations for make-believe events. The invitation might begin, "Good news! Something exciting is going to happen on (date) at (time). We are having a _____!" Pupils could complete each invitation with some funny party or occasion, such as an elephant-throwing contest or a three-legged dance. They can add a few more words about their event or decorate the invitation with suitable pictures. Let pupils exchange invitations or show and read them to the class.

7. Give these instructions to the children: Pretend that you are in charge of writing an events calendar for your school newspaper. Find out

about things that are going on at school—P.T.O., plays, field trips, class programs, or upcoming holidays. Write an events calendar for your classmates. Stress the importance of capitalization.

W03006 Identify the correct use of capital letters for titles used with names of person (e.g., Dr. Smith, Mr. and Mrs. Jones).

Activities:

1. Make a fictitious name tag for each child using a title with the name. Have the children wear them all day. Ask them to use the fictitious name when addressing or talking about each student during the day. By the end of the day they will be ready to talk about the names they have been using all day and will be curious to know why you had them use these names. Explain to them that you wanted to expose them to what we call "titles" and wanted them to see how they were used and written. Point out that everyone's title and name begins with a capital letter.

   As an additional activity let the children make a new name tag for themselves using a fictional name and including a title with it. Be sure to check to see that they have written the title and name correctly. Allow them to wear these tags the following school day. Also have them explain why they chose the name.

2. Make sets of cards, one with names and titles in lower case letters, and the other set written correctly with capital letters. Shuffle the cards and place face down. Give each student playing 2 cards to begin the game. They are to make matches by finding 2 cards that both begin with capital letters. If they can make a match they may lay it down. If they lay down a card with a lower case letter, they will lose a turn. Play continues until all the cards are used. The player with the most matches is the winner. (Each time it is their turn they are to draw one card from the deck. They keep all cards they draw, laying down any that may make a match.)

3. Students are to locate one picture of a person in a newspaper, book or magazine and cut it out. They are to make up a title and name for that person and write a brief description about his/her job, using the name and title at least 3 different times in the description.

4. Pupils may enjoy discussing what titles they might have when they are older. Volunteers could write these titles with the pupil's name on the chalkboard.

W03007 Express ideas in a sequence.

Activities:

1. Cut comic strips from a newspaper. Have each child work with a partner. Give the first student the comic strip. He/she reads it and memorizes the sequence, then cuts the strip into several sections. The second child puts the strip back together.

2. Ask the students to think about what most people do in the morning between the time they get up and the time they arrive at school. List some of the activities on the chalkboard. Have students use these words to arrange the list in order.

3. Expose the children to an experience of some kind that will be easily written about. Explain to them that they will need to pay very close attention to the order in which things happen in this experience whatever it may be. After the completion of this activity show the children how to make a flow chart to show the order of the events involved in the activity. Explain to them that each step in the flow chart must be a complete simple sentence that explains what happened at that point. Have the child complete the flow chart so that it depicts the parts of the experience in order as they happened. Display the flow charts for the children to compare. Also display one of your own so that the children may compare their own to see if it is done correctly.

4. Have the students pair off. Each student in the pairs will be responsible for writing (in complete simple sentences) the directions for some very simple art project that can be done with the materials available in the room. They must be certain to include all steps and put them in the correct order. They are then to exchange sets of directions and each will carry out the directions of the other. If the directions are written clearly and in the correct order the project should turn out well. If it does not both children should sit down with the teacher and go over the entire process to see if the problem was in the writing of the instructions or in the carrying out of those instructions. They should correct the problem together.

ESSENTIAL SKILLS
WRITING

GRADE 4

The student will:

W04001 Write simple sentences which apply mechanics and structure/usage skills identified for mastery Grades 1-4.*

Activities:

1. Prepare a sack full of nouns and a sack full of verbs. Let each child in turn draw one noun and one verb from the sacks. They are then to use the noun and verb they drew in a complete simple sentence (written). They must be sure to use correct capitalization, word order, punctuation, etc. Continue until all nouns and verbs have been used. (This could also be used as an individual game where the child chooses a noun and verb from the bag and makes as many different sentences with those words as he/she can.)

2. Begin by sending a sheet of paper to the back of each row. The first person writes a word, the second person adds a word either in front of or behind the first word. It is up to the last person to complete the sentence. Write the sentence on the board. Discuss the parts of speech. Have a volunteer to punctuate the sentence correctly. Ask if there is anything else that needs to be done. Have volunteers come up until the sentence is correct.

3. **Write Your Own Report Card.**

   Here's your chance to write your own report card. On a separate sheet of paper, answer the questions below about how you think you are doing in school. Try to use complete sentences. Include anything else that you want your report card to say about you.

   1. Do you like school this year? Why?
   2. In which subjects are you doing your best?
   3. In which are you doing your worst?
   4. What subject do you enjoy the most?
   5. What things do you wish could be different about this year?
   6. What is your favorite game or sport at recess or gym?
   7. How do you like your classmates?

4. Give the student a set of word cards and punctuation marks. Have the student arrange various cards to make various types of sentences

(statement, question, etc.). Then write the sentences correctly on paper.

5. Write out a collection of simple sentences on sentence strips leaving out key parts of the sentence such as the subject or verb. Make two strips with choices for the missing part (one correct and one wrong). The student must then read the sentence and choose the correct words to complete the sentence and then read them together. (Mark the back of the choice strips so that this can be a self-checking activity.)

6. The teacher will make two columns of words on the board. One list of simple subjects and one list of simple predicates. Using the words from each column only once, the student is to take a word from each column and combine them to make a simple sentence. The student is to capitalize each sentence and place the correct punctuation at the end.

7. Ask students to write a sentence or story describing pictures that you hold up which have been selected from a magazine. Choose large pictures with large elements that can be seen by all. When the sentences are read and mounted with the picture, emphasize that although all saw the same picture, each created a different sentence or story.

   An alternative would be to have each child bring in a picture. Trade pictures and let the other write a sentence or story describing the picture. Check all sentences and stories for correct mechanics and structure/usage skills.

8. According to the age and maturity of the players, select some saying, quotation, or proverb, or make up a sentence on any subject like history or geography. For example, with small children, one might take a Mother Goose nursery rhyme; with somewhat older players, the sentence might describe a person, an animal, a place, or a thing, or it might be a familiar advertising slogan or a statement or some well-known fact of history or common experience.

   Break the sentence up into a succession of words, and write these on cards. Make a duplicate set of cards for each player. Now shuffle each set so that the sentence is thoroughly scrambled in every case. The first player to put the sentence together wins the game.

W04002 Write (Select) related sentences to tell a story.

Activities:

1. Hang several articles from a clothes hanger making a mobile (for example: ribbon, lollipop, pencil, coin purse).

After making your mobile, display it in a conspicuous place in the room. After the children have shown curiosity about the collection and asked questions about it, tell them they are to make up a story in which all the objects in the mobile are mentioned.

2. A short story can be made up of only a few paragraphs. Remember the paragraph formula:

   The opening sentence introduces the main idea. The following sentences describe the subject of your paragraph by using more details. The final sentence pulls together all of your thoughts on your favorite dessert.

   1. Introduce your idea. Write an opening sentence about the first time you tasted your favorite desert.
   2. Fill in the rest of your paragraph about your dessert. What does it look like? What does it smell like? How does it feel in your mouth? How do you eat it?
   3. Sum up your thoughts about your favorite dessert in a way that would convince someone else to try it.

3. Cut out a popular comic strip from the newspaper. Cut away the script part of the comic. Mount the comic on construction paper in the correct sequence. Have the children look at the comic strip and write one sentence for each frame to tell the story of what is happening in the strip.

4. Prepare two simple stories that are very similar except for one or two points. Draw or secure pictures to go with each story. Have the children match the correct story with each picture.

5. Have a student read a story to the class.

   Discuss the story with the students. Write a group of sentences from the story on the chalkboard. Don't put the sentences in correct order. Let students go to the board and number the sentences in correct order.

W04003 Write a friendly letter.

Activities:

1. After a special day or occasion occurs in your class discuss the day or event and why it was special. Let all the children contribute their thoughts on why it was special to them. Have the children pick someone who they think would be interested in hearing about the event and then write a letter to that person telling him/her all about the event. Help them address an envelope and put a stamp on the

envelope. Gather the letters and let the children go with you to the mailbox if it is on school property or close enough to walk to. Mail the letters and sit back and wait for a response. Let the children who get responses share them with the class if they wish to.

2. Have each student write his/her own special letter. Use their own addresses, today's date, and their own signatures. Use one of the suggestions below, or write a real letter to a friend.

    1. Pretend you lived in colonial times. Write to Paul Revere. Tell him you enjoy horseback riding and ask if you can go along on his next ride.
    2. Write to Mickey Mouse at Disneyland. Tell him how much you enjoy your new watch.
    3. Write to your favorite basketball player. Ask him/her for tips on how to grow tall so you can get an early start on growing.

3. Begin a lesson by asking pupils if they have ever written or received a friendly letter. Have volunteers tell about letters they have written and received.

    After the discussion has ended, begin talking about the invention of the telephone: Alexander Graham Bell received a patent for the telephone on March 7, 1876. Have the students pretend they are patent officers. Write a letter to Mr. Bell. Tell him why his new invention is considered a real success!

    These may be displayed on the wall with a large phone as the eye catcher.

4. Discuss writing and/or receiving a friendly letter. Have them draw or exchange names. Let them write a friendly letter and give to that person. Each student will have a letter.

W04004 Identify the correct use of a comma in the greeting and closing of a friendly letter.

Activities:

1. Have students select partners to be pen pals. Partners write each other a letter leaving out punctuation. Partners edit each other's letters by adding any necessary punctuation.

2. You can combine Writing and Social Studies in this March activity.

    Amerigo Vespucci was an Italian map maker born on March 9, 1452. Have the students write Amerigo a letter and tell him the good news!!! North and South America have just been named after him.

Have the students check their papers for commas after the greeting and closing.

3. On an overhead projector write a friendly letter. Write the commas in a different color so that they stand out. Discuss the punctuation in the letter. Zero in on the placement of the commas. Explain why they are in those places. Erase the commas and let the children try to replace them in the proper places. Place another letter on the overhead in which the commas are missing. Let the children put the commas where they belong.

4. On a ditto master write a friendly letter leaving out the commas. Let the children mount the letter on construction paper to give it more strength. Then give them several pieces of elbow spaghetti. They use the spaghetti in place of the commas by gluing it in the places where the commas should go.

W04005 Identify nouns and verbs which are appropriate in meaning for a given context.

Activities:

1. Use a list of sound **verbs**. (Examples below.) Students write the **noun** that makes the sound, then use both noun and verb in a sentence. This can be reversed with the student writing the verb for the given noun.

EXAMPLE:	**Sound verbs**	**Nouns**
	growl	bear
	moo	cow
	honk	car
	chirp	bird
	roar	lion
	cackle	hen
	giggle	children
	talk	students
	rumble	thunder
	tick	clock
	sigh	people
	squeal	pig
	quack	duck
	bark	dog
	buzz	bee
	clap	audience
	ring	bell
	meow	cat
	rattle	snake
	snarl	tiger

Follow up for sounds:

Sit quietly in the classroom and listen to the sounds in school. Make a list of the sounds you hear (verbs) and identify what makes the sounds (nouns).

2. Make up sentences with blanks to be filled in with verbs:

   The leaves _____ in the wind.

   The dry grass _____ in the sun.

   Variation: Draw lines to make correct sentences of the following sentence parts.

The leaves	bubbled in the fountain
The dry grass	rustled in the wind
The truck	roared down the street
The water	burned in the sun
The rain	flooded the city streets

   For reinforcement, use sentences with strong verbs to make up a **Matching Beginnings and Endings** sentence game. Write a group of sentence beginnings on separate slips of paper and place in a box. Write endings on other slips of paper and place in another box. Game can be played individually, each child matching all the beginnings and endings; or it can be played by a small group with children drawing slips in turn from each box, reading sentences, laughing at results, and trading until they have made correct combinations.

3. Students cut nouns and verbs from newspaper headlines and back with construction paper. They place nouns in an envelope labeled **nouns** and verbs in an envelope labeled **verbs**. Students exchange their envelopes and write a story using the nouns and verbs.

W04006 Identify pronouns which are appropriate in meaning for a given context.

Activities:

1. Have the students listen to a tape of a story with at least 10 grammatical errors, told slowly. The students are to count and list them. The errors should be spaced on the tape so that the student has time to write them down. Play the tape back and let selected students identify and correct the errors.

2. Learning Center: Individual or small groups

   Pick-A-Pronoun (May be used with apples, grapes, leaves or index cards)

   On one side of a card would be written a noun, either singular or plural. The other side would have the correct pronoun. A student will have to name the correct pronoun to correspond with the noun. When a correct answer is given, the student keeps the card. The student with the most cards at the end of the time is the winner.

3. Have students write sentences on strips of construction paper. The strips are then glued together to make a chain as a decoration. Students are asked to write a pronoun to replace each noun in each sentence on the chain. The pronouns are then hung by yarn or ribbon below their respective nouns.

4. Students cut nouns from newspaper headlines and back with construction paper. They place the nouns in an envelope labeled **nouns**. Students exchange their envelopes. They write sentences using the nouns. Then they write sentences replacing each noun with a pronoun. They are asked to underline and identify each pronoun.

5. Take a paragraph from a newspaper article. Change each proper noun in the paragraph to a pronoun.

ESSENTIAL SKILLS
WRITING

GRADE 5

The student will:

W05001 Write expanded simple sentences in response to specified ideas/topics.

Activities:

1. Inflate a balloon. Discuss why balloon became larger.

   Fold paper in accordion style on which verbs and nouns have been written. Unfold paper and add adjectives, adverbs and conjunctions to expand simple sentences.

   Example:

   The (folds) crowd (folds) cheered.

   Expanded:

   The excited crowd loudly cheered.

2. Each student writes a simple sentence. Another student takes the sentence and adds to it. (Much like the game, "I am going on a journey and this is what I will take along.")

3. Duplicate a short (4-5 sentence) story for students or ask them to bring to class examples of short sentences they find in newspapers, on billboards, or in magazines. They could bring headlines, captions, or slogans. Ask pupils to build on the short sentences by adding words that tell how, when, or where. Have students display the short and expanded versions of their sentences in the classroom.

W05002 Write expanded simple sentences which include descriptors and which apply mechanics and structure/usage skills identified for mastery Grades 1-5.

Activities:

1. Look at the clothes the citizens of a colonial village are wearing in a picture in a history book. Student will assume the role of a fashion writer and describe the latest fashions for a colonial man and woman.

2. Student will put himself/herself in the place of someone always being written about in the gossip column (star, politician, etc.) and write a

letter telling how it feels to be that person.

3. Read and discuss movie reviews from magazines and/or newspapers. After watching a movie on television the student will write a movie review similar to those discussed in the news.

W05003 Develop (Identify) a topic sentence in response to a specified topic/idea and identify supporting details.

Activities:

1. Choose an article on the front page of the newspaper. Underline the topic sentence of each paragraph in red and the supporting details in blue.

2. Teacher writes topic sentence on board. Students orally contribute sentences containing supporting ideas. Rearrange sentences for sequential order.

3. Ask students to write 3 or more sentences about a general topic (vacation, movies, games, etc.). Remind them to make one sentence a topic sentence and that supporting sentences should be about the topic.

W05004 Write a paragraph explaining "how to" do something.

Activities:

1. Put some simple sentences explaining how to do something on the board. Have the students arrange the sentences in sequential order and write them in paragraph form.

2. After discussing signal words students are given teacher prepared sentences describing how to do something to which students add appropriate signal words.

3. Have students rewrite a simple paragraph explaining how to do something (ex. making cocoa) using the signal words **first**, **next**, **then**, and **finally**.

4. Have each student write directions to a specific place in the building or elsewhere. Then have each student read his/her directions and have other students guess the place. Rewrite confusing instructions.

5. Have students make a diorama about something they are studying and then have them write a paragraph telling how they made the diorama.

W05005 Identify the correct use of commas to separate a series of items.

Activities:

1. Give students 5-6 sentences that can be combined in different ways. Have them write 10-12 original sentences remembering that items in a series are separated by commas.

   Example: The roads are icy and snow-packed. They are slick and dangerous.

   1. The icy, snow-packed roads are slick and dangerous.
   2. The icy roads are snow-packed and slick.
   3. The slick, icy, snow-packed roads are dangerous.

2. Give students several sentences with words in a series that can be divided in different ways. Have them place commas first showing one series and then place commas a second time showing another series.

   Example: For dessert we are having peaches, chocolate, cake and ice cream. (4 items)

   For dessert we are having peaches, chocolate cake, and ice cream. (3 items)

3. Write a sentence with words in a series. Put each word on a large piece of tagboard. Make enough comma cards to be used in the sentence. Give word and comma cards to students. Have students arrange themselves in the front of the class so that they form a correct sentence. Let the class decide where the comma cards belong. Students may write the sentence on paper to see the form used.

4. As a follow-up for Number 3, students could be divided into groups to write word and comma cards. Groups could exchange cards and form correct sentences for the class.

5. Give students three complete and correctly punctuated sentences.

   1. The tired, old man rested on the park bench.
   2. Tiny, muddy cat paws covered the new white carpet.
   3. The sunlight made a golden, blue, purple, and yellow track across my stained glass window.

   Students complete the unfinished sentences for Step 2.

   1. The _____ , _____ , _____ and _____ child cried softly. (Use 10 or more sentences for completion.)

   This project may include sentence combining. Discuss model

sentences and ask students to read their own sentences saying the word "comma" wherever it fits.

W05006 Identify the correct use of commas to separate date from year and city from state.

Activities:

1. Give students a copy of a letter minus punctuation. Have them add necessary capital letters and punctuation marks where needed.

2. Have students use the school address as the heading of a letter. Then have them choose someone to write in order to find information about something that interests them. Help children correct and improve their letters before they send them out.

W05007 Identify the correct use of an apostrophe in contractions (verb plus negative: can't, won't, isn't; pronoun plus verb: I'm, you're, he s, it's).

Activities:

1. Have students use pairs of words to form contractions. Then have them use each contraction in a sentence.

   Example: You + will (you ll)
   She + is (she's)
   I + am (I'm)

2. Use the comic page from the daily paper. Have students underline all the contractions and write the words from which they are made.

3. Print the following words on separate index cards:do, is, was, have, will, could, he, we, you, they, am, have, is, are, were, will, not—four times, I—two times. Then turn the cards at random. If the words can be made into a contraction, the child must spell the contraction correctly. If the words cannot be made into a contraction, the child may put one card face down and choose a second one. If the second pair does not produce a contraction, game passes to the next player.

W05008 Identify the correct use of capital letters in the names of geographical locations (e.g., Rocky Mountains, Sahara, Mississippi River).

Activities:

1. Collect pictures of geographical locations. Write the names next to the pictures using the correct capital letters.

2. Collect pictures of geographical scenes. Label streets, buildings, parks, rivers, lakes, etc., using capital letters correctly in the names of the geographical scenes.

3. Keep a vocabulary notebook of the geographical names and locations found in adopted Social Studies texts.

4. Student will become a tour guide and plan a tour of his/her community. Use local newspaper and clippings to show:

   - Places of historical interest
   - Parks
   - Schools and colleges
   - Business areas
   - Governmental buildings
   - Other areas

5. Look at map of U.S. and discuss the major areas of the country. Have each student write a paragraph listing places he/she would visit on an imaginary cross county trip.

W05009 Identify the correct use of capital letters in the names of nationalities.

Activities:

1. Look through a newspaper or social studies book and find the names of five different nationalities. Find the nation on the globe. Then find each on a world map.

2. Use a map to locate the two countries that border the U.S. on the north and south. Look through magazines, newspapers, geography, or social studies books to find a picture, article, or story about each of these countries.

3. Plan an imaginary trip. Select a foreign country you would like to visit. Then use magazines and newspapers to decide:

   - What to take along
   - What sort of transportation needed
   - What sights to see
   - What entertainment

4. Have an International Day. Have students bring food and/or costumes to share with others. Then discuss writing names of nationalities.

ESSENTIAL SKILLS
WRITING

GRADE 6

The student will:

W06001 Compose friendly letters in response to specified situations.

Activities:

1. Give students an example of a friendly letter. Discuss that it is really a visit by mail. They are to think of it as a conversation with the receiver of the letter. Also show that a letter has five parts that should follow a definite pattern and each part is always put in its proper place. After reading the letter, discuss these questions: Is the letter interesting? Is the letter written as people would talk? Will the receiver enjoy reading it?

2. As a class, write a letter to a group in the school (cafeteria workers, another class, the principal). Begin by deciding what kinds of things should be included in the letter. For example, if the class is writing to the cafeteria workers, they may want to compliment them on an especially good meal and thank them for their hard work. The teacher may write the letter on the board as the class dictates it. The teacher needs to point out the correct form to use. The class might want to revise the letter. One or two students could copy the letter from the board. Other students could deliver the letter. This exercise might be repeated several times during the year. The class might write a letter to another class after they have presented a program or to anyone in the school who deserves a compliment.

3. At the end of a grading period, the class could talk about the work they have done. The teacher and class could write on the board the basic framework for a letter, correctly capitalizing the greeting and closing. Then each student could write a note to his/her parents explaining the class work completed during the grading period. An evaluation of his/her own work could be added. This exercise could be used at the end of each grading period.

4. After Christmas, the teacher and students could discuss the form and content of a thank you note. Each student chooses a real person to thank for a real gift. Then the students write thank you notes. Encourage students to deliver or mail the notes.

W06002 Write (Select) a paragraph with a topic sentence and supporting details.

Activities:

1. Develop two bulletin boards. One entitled "Let's Brew Halloween Stew" another "Cast a Spell". The students then cast a spell and write about it. Students pretend thay are witches and make a magic potion. All work is displayed on bulletin board.

2. Thanksgiving brings on "Wishbone Wishes". Each student is given a paper outline of a wishbone on which to write a wish.

3. Give students sample paragraphs in which they have to identify the topic sentence and list the supporting facts. Example: Everyone has a favorite kind of food. Barbara likes hamburgers best. Pam likes corn on the cob. Pancakes with butter are my favorite food. My brother thinks mud pies look good, but Mother won't let him eat one.

   Discuss what makes a good paragraph.

   1. Tell about only one topic in each paragraph.
   2. Introduce the main idea of each paragraph with a topic sentence.
   3. Tell things in a step-by-step order.
   4. Indent the first word of each paragraph.

4. Give the students a paragraph to rewrite. Have them write the topic sentence. Then arrange the remaining sentences in the order you think is correct.

   Example:

   1. He left his country, Greece, to conquer the known world.
   2. Some men in history are called "great" because they conquered many peoples and many lands.
   3. He then marched his troops to the Hydaspes River in India.
   4. He first freed the Near East countries from Persia.
   5. Alexander the Great is one of these conquering heroes.
   6. When he died, he had conquered more lands than any king before him.
   7. His men grew tired of war, and Alexander left India.

5. Choose a paragraph from the Social Studies text. Scramble the sentences. Have students arrange them in the best order. Students may check their paragraphs by turning to the proper page of the textbook and comparing their paragraphs with the printed one. This activity could be repeated periodically throughout the year.

6. Give students a list of possible topic sentences for writing paragraphs.

Here are a few suggestions:

1. There are times when I think my brother (or sister) is the biggest nuisance in the world.
2. My pet is the smartest one in our neighborhood.
3. I am convinced that _____ is the most useless and boring month (or day) of the entire year (or week).
4. This is my favorite time of the year.
5. When I grow up . . .
6. I get angry when . . .

W06003 Write a summary of fictional material studied at Grade 6.

Activities:

1. Summarize a story together as a class. Use a story from a reading/literature book. Write the summary as a class on the board.

2. Periodically throughout the year assign a written summary of a reading story.

3. Have students keep a file of summaries of books read. Have each summary written on an index card in order to keep the summary short.

W06004 Identify the correct use of capital letters for the first word in the greeting and closing of a friendly letter.

Activities:

1. Give the students a printed letter form and a letter. Directions are to write the letter correctly on the letter form. (Indenting, margins, punctuation, and capital usage should have been discussed.)

   Use the following letter (or another) for students to practice with: 137 foxspring avenue flemingsburg kentucky august 24 1985 dear jim i shall be happy to spend the weekend at your home i shall bring my baseball and bat you may expect me on the bus that arrives at your house at five pm your pal harry

2. As a class, write a letter to a group in the school (cafeteria workers, another class, the principal). Begin by deciding what kinds of things should be included in the letter. For example, if the class is writing to the cafeteria workers, they may want to compliment them on an especially good meal and thank them for their hard work. The teacher may write the letter on the board as the class dictates it. The teacher needs to point out the correct form to use. The class might want to revise the letter. One or two students could copy the letter from the board. Other students could deliver the letter. This exercise might be repeated several times during the year. The class might write a letter to

another class after they have presented a program or to anyone in the school who deserves a compliment.

Other activities which can be used in teaching this skill are listed in W06001.

W06005 Identify the correct use of capital letters for the first word and important words of titles.

Activities:

1. Prepare a class **Book of Lists**. Have individuals or groups write lists of favorite books, movies, TV shows, etc. Compile them into a book. Be sure to discuss the rules for capitalizing titles. Commercially published books of lists may give you some helpful ideas. They are usually available in school or public libraries.

2. Use a worksheet in which a list of titles is given and the students rewrite them correctly.

   the adventures of tom sawyer
   joan of arc
   life on the mississippi

3. Before assigning book reports, discuss rules for capitalizing titles.

4. Before writing topic sentences of paragraphs or summaries of stories, discuss the rules for capitalizing titles. (See activities for W06002 and W06003.)

W06006 Combine two or three simple sentences by using compound subjects and/or compound predicates.

Activities:

1. Prepare a worksheet in which students combine sentences.

   Examples:

   Eva brought a pie to the picnic. June brought a pie. I did too.
   Mother called about the meeting. Aunt Ella also called.
   Ned fell. Ned hurt his arm.
   Mom washed the curtains. She hung the curtains out to dry.

2. Have one student write a sentence. Pass the paper to another student. Have that student add another subject. Pass the paper to another student and have that student add another verb. Later another student could write the sentence as four simple sentences with simple subjects and predicates.

W06007 Identify coordinating conjunctions which are appropriate in meaning for a given context.

Activities:

1. After discussing the most commonly used conjunctions, have each student write two related sentences. Then have another student combine the sentences using the appropriate conjunction.

2. After discussing the most commonly used conjunctions, have each student write two related sentences. Prepare a worksheet from several of the best pairs of sentences. Have students combine each pair with the appropriate conjunction.

W06008 Combine two simple sentences to form a compound sentence.

Activities:

1. To demonstrate combining sentences, write sentences on sentence strips of paper. Use an accordion pleat in the center to show the joining word to form a compound sentence.

2. Play a game, **Join Your Partner**. Write pairs of related sentences on separate sheets of paper. Pin a sentence on each student's back. Have students find the sentence which matches theirs. Have them write the combined sentence on the board.

ESSENTIAL SKILLS
WRITING

GRADE 7

The student will:

W07001 Write (Select) compound sentences in reponse to specified ideas/topics.

Activities:

1. Use two pieces of tagboard or two index cards for each student. Student writes an independent clause on each piece of tagboard or on each index card. Use colored paper on which to write coordinating conjunctions. Put sentences together. Discuss the two independent clauses (compound sentences). Students may exchange their sentences to make silly sentences or other sentences. Ideas for topics may include certain TV shows, music or movies.

2. You run the Lost and Found Department for your school. Items begin to cover your entire room. You write notices for the bulletin board as if the lost items themselves are talking and asking to be reclaimed. Write compound sentences about the following items:

   a tattered shirt; an old smelly tennis shoe; a pair of very thick-lensed sunglasses; and a broken compass.

3. Combine the following sentences that relate to the same topic.

   My pet is a puppy.

   French fries are loaded into a basket.

   They are deep fried.

   His name is Spot.

   The sleet fell on the highway.

   Mark likes to write poetry.

   Many cars begin to slide.

   He writes one poem every day.

W07002 Write a paragraph for a specified purpose and audience.

Activities:

1. **Below are listed facts about an accident that occurred recently in your hometown. You observed the accident as you were getting ready to cross an intersection.**

   Friday, December 25, 1985, 7:30 p.m.

   Sports car filled with young people driving behind a station wagon.

   Elderly man and woman in station wagon driving south on Branch Street.

   Station wagon slowed down as if to stop.

   Sports car pulled out, accelerated to pass on left.

   No other cars on road.

   Station wagon turned left.

   Sports car tried to avoid wagon and crashed into tree.

   Station wagon made turn and came to stop.

   The information is a series of facts, no judgments have been made about them.

   A. Write one paragraph from a police officer's point of view telling who was at fault. Think about judgments and opinions.

   B. Write one paragraph giving point of view from friend of sports car driver telling who was at fault. Think about judgments and opinions.

   C. Write one paragraph from elderly couple's point of view. Think about judgments and opinions.

2. The new principal of your school has asked students to identify problems that exist in the building and suggest how these problems might be corrected or improved. Describe to the principal one problem you have noticed and give as many specific ways as you can think of to correct them.

3. All of your close friends have their ears pierced, and you really want your ears pierced, too. Your mother has said no for she doesn't want anyone putting holes in your ears. Write a paragraph discussing why you should have pierced ears.

4. You are twelve years old, and you want a ten-speed bike; however, your dad has said that it is too expensive. Write a paragraph to your dad telling how you can help pay for the bike.

W07003 Identify the correct use of capital letters for names of historical events.

Activities:

1. Create a timeline. Create clues to a person or historical event by using words that begin with his/her initials. These words should describe the person or event in some way. An example: Year or place 1492 on the timeline with the caption "Curious Cruiser", or 1969—10:56 p.m. July 20—"Not Afraid" (Neil Armstrong set foot on the moon.) Discuss with students that historical events and periods should be capitalized. Students write for the timeline.

2. In the following sentences, mark the sentences that have correctly capitalized historical events.

   a. The Confederate flag flew during the civil war.

   b. Built before 1763, the Oldest Wooden Schoolhouse is registered with the Library of Congress.

   c. The revolutionary war was won by the American patriots.

   d. Franklin Roosevelt was the American president during World War II.

   e. In 1215 the Magna Carta was signed by King John of England.

   f. During the Civil War Abraham Lincoln delivered the Gettysburg Address.

   g. The industrial revolution began in Europe.

   h. Thomas Jefferson graduated from William and Mary College which is located in Williamsburg, Virginia.

3. Using information from the timeline (#1) and/or other discussion, have each student write a paragraph depicting a time in history in which he/she would have liked to live.

W07004 Identify the correct use of commas in a series of phrases.

Activities:

1. Give students three complete and correctly punctuated sentences.

   1. The tired, old man rested on the park bench.

49

2. Tiny, muddy, cat paws covered the new white carpet.

3. The sunlight arched a golden, blue, purple and yellow track across my stained glass window.

Students complete the unfinished sentences for step 2.

The _____ , _____ , _____ , and _____ child cried softly. (Use 10 or more sentences for completion.)

This project may include sentence combining. Discuss model sentences and ask students to read their own sentences saying the word "comma" wherever it fits.

2. **Fishing for a good catch.** Gather old catalogs, read descriptions of items, discuss good use and irresponsible use of advertising. Write your own advertisement which includes some phrases in a series. Punctuate your writing correctly. (Discussion should lead students to realize that if ads are not written properly sales could be lost. In other words their Big Fish may swim to another ocean.)

3. In the following sentences, mark the ones that have used commas correctly.

   a. The dancers stamped their feet, shuffled their feet in time to the beat of the music and chanted as they danced.

   b. What brought the dark skies, the rolling thunder, and the falling showers?

   c. While Jane made the cookies, she sifted the flour, measured the sugar, creamed the butter and greased the pan.

   d. We planted flowers in the front in the back, and on the sides of the house.

   e. Later we washed up, changed our clothes, put on our coats, and went out for dinner.

   f. John was ready to mow the grass after he filled the lawn mower with gasoline, checked the oil, and looked under the mower to see that the blades were clear.

W07005 Identify the correct use of commas in a compound sentence.

Activities:

1. Review the rules for the use of the comma in a compound sentence. Put some simple related kernel sentences on the board, and combine

with the entire class into compound sentences. Divide the class into groups of four or five. Give each group a set of kernel sentences typical of the fourteen sentences below. Ask group members to work together to make good compound sentences from the kernel sentences. Read sentences and punctuation aloud to the class. Groups may use the same or different sets of kernel sentences.

Kernel sentences:

1. French fries are loaded into a basket.
2. The fresh fries are white.
3. The basket is wire.
4. Then they are lowered.
5. The lowering is slow.
6. The lowering is into the oil.
7. Their bath crackles.
8. Their bath foams.
9. The bath is hot.
10. The potatoes release a puff.
11. The potatoes are thinly sliced.
12. The puff is steam.
13. They come out crispy brown.
14. They come out streaked with oil.

2. Create a mood by reading poetry. Students think about how they feel as the poem is read. Put the following words on the board or have a ditto sheet for each student.

_____ , and _____
_____ , or _____
_____ , but _____
_____ , nor _____
_____ , or _____
_____ , either _____
, yet _____

Students use the supplied information to create a compound sentence by using ideas from the poems that were read. Each sentence must be complete and reflect the mood set in the poem.

3. Write five pairs of sentences about a storm. Combine them to form compound sentences. Be sure to use a comma and a conjunction such as **and**, **but**, or **or** to combine your sentences.

4. Have students write a paragraph that tells what they do before they come to school. Students should state the activities in compound sentences where possible (for example, I wash my face, and I brush my teeth).

5. You are in the **Land of the Missing**. Find what is missing from the following: WH'TS 'N A WRD? (Use this type of activity then continue with another) by leaving out words in sentences and finally leave out commas and conjunctions between independent clauses.)

   Example: _____ liked to complete a task, but could never _____ a _____ .

   _____ our yard was flooded _____ the rain finally stopped.

W07006 Identify the verb which is appropriate in number for a given context.

Activities:

1. Have each student use the following prepositions to write five prepositional phrases: of, for, in, from, about. Have each student exchange papers with a partner, who should use each phrase in a sentence. When everyone has written five sentences, have the students check the sentences their partners wrote to see whether the **subjects** and **verbs** agree.

2. Duplicate a paragraph like the one that follows. Have the students work in groups of four or five to correct the mistakes in subject—verb agreement in the paragraph. After all the groups have finished, have a volunteer from each group read the corrected paragraph. Verbs that need correction are underlined.

   I'm a famous detective, see? Everybody **know** who Sherlock Holmes is. Each of my cases **have** been absolutely baffling. That's why anyone who **are** in trouble comes to me. Few of my clients complain about my methods. Most of my tricky cases **involves** murder. Some of my best friends **has** been stumped trying to solve the case of the leaky pen. All of the best detectives **tries** to find out who put the ink stains on Bugsy Miller's composition. Nobody believes that Bugsy did it himself. Many of

Bugsy's notes **was** smudged beyond recognition. Indeed, some of the guy's notes **shows** just who the crook is. So far all my suspects **pleads** innocent. Believe me, before long I'll crack this case, and everyone will honor me as the top sleuth in the city.

*Follow Up: Using the following indefinite pronouns as subjects of some of your sentences, write a paragraph solving the Bugsy Miller Case. (Everybody, Most, Few, All, Some).

3. **You are on your way to Mars. You must have two tickets before boarding the space craft. You have been given three envelopes-one** marked verbs, one marked, nouns, one marked pronouns: before entering the space craft you must match correctly one verb with either a noun or pronoun. Match your tickets and be able to explain your answer.

W07007 Identify the verb which is appropriate in tense for a given context.

Activities:

1. **There are and have been many modes of transportation. Give each student a picture of a past mode of transportation (covered wagon),** present mode of transportation (car) and a future mode of transportation (space vehicle). Students place under each appropriate column verbs in present, past or future tense. Write sentences using correct form of verb and subject agreement.

2. Have the students write a short paragraph in the present tense about a real or fictional adventure. When the students have finished writing, let each one exchange papers with a classmate and read aloud that person's paragraph. Tell the students that as they read they should change the present tense verbs to either the past or the future tense.

3. Write a paragraph telling an imaginary news story. Use these verbs in the suggested tenses at least once: drive (past), break (future), give (past).

W07008 Select a prepositional phrase which is appropriate in meaning for a given context.

Activities:

1. Draw outline of mouse, write a preposition on the body. Draw a house, explain that a preposition or a prepositional phrase may go in as many places in a sentence as a mouse can go in a house. (This may be drawn on a chalkboard or done for a bulletin board.) Use phrases to write sentences or a paragraph, about Peggy Mouse and her enchanted house.

2. List commonly used prepositions on the chalkboard. Beside that list write the following information:

List 1:		List 2:	
	cloud		airplane
	mountain		giraffe
	girl		barnyard
	boy		building
	horse		helicopter
	river		English teacher

Students will need 11" or 17" sheets of construction paper. Ask each student to divide a sheet of construction paper into ten rectangles of equal size. Each student then chooses an object, animal, or person from List 1 and an object, animal, or person from List 2 and draws the two in ten different positions or relationships to illustrate prepositions from the list on the chalkboard. Finally, the picture in each rectangle is labeled with a clarifying sentence. For example: The airplane is **above** (below, in, under, over, beside) the cloud. The airplane is **between** the cloud and the sun.

3. List the following sets of prepositions on the board:

in—you are inside of something
into—going from outside to inside
at—state of being in a place
to—act of going to a place
between—referring to two
among—referring to more than two
beside—next to
besides—in addition to

Discuss and write on the board appropriate sentences for each such as:

The kids ran **in** the house.
The kids ran **into the house**.
Discuss the difference in meaning for each.

Have students write a paragraph describing an old house. Ask them to choose prepositions from the list on the board, creating prepositional phrases with these to use in their story.

ESSENTIAL SKILLS
WRITING

GRADE 8

The student will:

W08001 Write a paragraph with related, supporting details for a specified purpose.

Activities:

1. Students gather small items that may be placed in a small matchbox. Give prize for the student gathering the most small items. Discuss why small "things" are important and read a poem relating to small things. "Firefly" by Elizabeth Madox Roberts or poems by Emily Dickinson are good for this project. Students explain why they chose some of their items.

   Write a paragraph about one of the items from the matchbox. Before writing the paragraph, informally write two, three, four or five points to support your sentence.

   Write about adventures inside the matchbox. Pretend you found yourself very small and inside the matchbox. Tell what happens inside the matchbox and how you escape. The following may give you an idea:

   It was Monday and I woke to find myself inside the teeniest box. If I moved to the left I ran into an eraser much larger than myself. I decided to move to the right when my eyes saw the most unusual and wonderous . . . . . .

2. Ask students to become typical schoolhouse objects—a locker, an English teacher's red pen, a grammar handbook, a basketball, a football—and write a paragraph describing a day in the life of their object.

3. Ask students to write the obituary for a literary character. Students may write their own obituaries for seventy years hence, thus making them reflect on what they want to be or do.

4. They may search their own families and write about an ancestor.

5. Bring an umbrella to class. Give students five minutes to list as many uses as possible for this object, another five minutes to share what they have written. Students then write a paragraph telling how the umbrella is like friends, friendship or life.

6. Write a paragraph with supporting details on a tall basketball player who begins to shrink.

W08002 Write a summary of Social Studies material studied at Grade 8. (Select the correct summary of a given written passage.)

Activities:

1. Have the class compose a summary and have one student write it on the board. Check for a good topic sentence and sequential supporting details.

W08003 Identify the correct use of apostrophes in possessives.

Activities:

1. Have a spelling bee with possessives. Divide the class into two teams. Have students spell aloud the singular and plural possessive forms of nouns. Give one point for each word that is spelled correctly. The team with more points at the end of the spelling bee wins.

2. Have students choose partners. Each student should write a list of ten singular nouns. Partners should exchange lists and write sentences using either the singular or plural possessive form of each of the ten nouns. The partner who writes the most correct possessive forms wins.

W08004 Identify the appropriate use of adjectives in context.

Activities:

1. Have students cut out pictures from magazines. Have them list adjectives that describe their picture. Then write sentences using the adjectives. Display the work in the classroom.

2. Picture Description—Present one side of the class with a picture or slide. Ask them to describe what they see to the other half of the class. Switch sides. As attempts continue, descriptions become much more detailed.

3. Have students describe the school in terms of the smells, sounds, sights, feelings, and tastes they notice during a walk down the hall.

4. Have students look out a window and describe what they see, including colors, shapes, sizes, patterns, lights and shadows, and textures.

5. Display three reproductions of famous paintings. These may be from any period and in any style. Ask students to comment on the three paintings in relation to the following qualities which you have written

on the chalkboard: colorful, realistic, imaginative. Have volunteers rank the paintings on these three qualities by writing sentences using different comparative forms of the adjective.

6. You are a poet. Write poetry to utilize adjectives. An example may be tanka, ABC poetry, or Haiku.

   A. TANKA—five-line Japanese poems related to Haiku. Tanka is slightly longer than Haiku and usually deals with a season of the year. English Tanka may consist of five short lines without any specific number of syllables.

      Example: Sunflower stretches skyward
      A green young thing
      Sprouting a foot a day
      Revolving and turning its face
      To catch the gold of summer

   B. A-B-C Poetry—attempts to create a mood or strong emotional expression in a short form.

      Follow this structure:

      1. The first four lines are composed of words, phrases, or clauses that set a mood.

      2. The letters of the beginning words in each line are in alphabetical order (although not necessarily starting with A).

      3. The final line is one-sentence statement beginning with any letter.

      Example: Angry winds
      Bending the treetops
      Clouds scudding across the sky,
      Deepening darkness—
      The storm will break tonight.

   C. HAIKU—The haiku is compressed into seventeen syllables arranged in three lines of five-seven-five syllables. It contains some reference to nature or the season, and refers to a particular thing or event; it is a "now" thing.

      Example: A stream after the
      Rains, taking up more room than
      Nature allowed it.

7. Use several pictures of people from magazines. Display pictures and

have students write a description of one person. Have students read their descriptions while other class members try to guess the person described.

8. Pair students. Have each pair write how they are alike and how they are different.

W08005 Identify the appropriate use of adverbs in context.

Activities:

1. One way to practice using adverbs effectively is by creating puns or Tom Swifties: "My **tire** has a **hole** in it," said Tom flatly.

   The adverb flatly has a double meaning. It tells how Tom spoke and it also refers to a flat tire. The following adverbs are good candidates for use in making puns. Using the list, or choosing adverbs of their own, have students make at least five puns and share them with their classmates.

ably	palely	cunningly	blackly
presently	gruffly	roughly	crushingly
terribly	senselessly	woodenly	gleefully
plainly	currently	noticeably	huffily
dryly	mildly	puffily	uppishly
harshly	jabbingly	wisely	merrily
falsely	idly	weakly	lazily
sweetly	heartily	blandly	busily

2. Make a list of 10 things you did yesterday. Use adverbs to tell how you performed each activity. Have students share some of their sentences with the class.

W08006 Identify prepositional phrases in a simple sentence.

Activities:

1. Have the students take turns giving clues about an object in the classroom while the others try to guess what the object is. Explain that each clue that is given must contain a prepositional phrase. Give two points to the student who correctly identifies the preposition and the object of the preposition. Give two points to the student who correctly guesses the classroom object.

2. Have students write sentences including prepositional phrases. Then have them exchange their papers with other students who will identify and underline the prepositional phrases.

W08007 Identify the correct use of transitions between sentences to show interrelatedness.

Activities:

1. You are a tailor or seamstress and want to make a good impression on your customers. Don't "so" your sentences together! Too often, writers run several sentences together by putting words like so and then between separate sentences. This is a bad habit and gets monotonous to the reader.

   Transition words at the beginning of sentences make for a smoother writing style. Look for transition words in your reading and make a collection of them for your personal use. Remember that a transition word is frequently followed by a comma.

   Example: "Meanwhile, back at the ranch ..."

   You may find transition words in newspapers, magazines or in other reading materials.

   Here are a few to get you started:

   in the first place finally however on the other hand

2. Questions for peer evaluation of paragraphs written by students:

   a. Are transition words and phrases used to show relationship of time? of place? other relationships?

   b. Do the sentences flow smoothly? Should transition words be added? Are the transition words appropriate or would another one fit better?

3. Use student paragraphs written for other assignments for discussion of transitions. These could be used on transparencies, dittos, or the board.

W08008 Select the best correction for a run-on sentence.

Activities:

1. Provide several copies of newspapers, and let the students choose a column from one of the pages. Have them find and circle each sentence in which the conjunction and is used to join two independent clauses. Have the students suggest (either verbally or written) other ways that each pair of ideas might have been written (either as two separate sentences or joined by a semicolon).

2. Write a paragraph, cut paragraph apart or copy paragraph onto another sheet of paper, mix up the order of the sentences so the paragraph does not make sense. Give the mixed-up paragraph to a classmate and ask him/her to rewrite the paragraph, putting the sentences in their correct sequence. Look for transition words and run-on sentences. When your classmate is finished, give him/her the original copy of the paragraph with the sentences corrected and in their correct order.

3. You are the editor of a newspaper. Correct the following paragraph: (teacher may make up paragraph with run-on sentences to be given to students.)

   Example: When planting pumpkin seeds it is important to allow the seeds to dry completely then carefully fill a small clay pot so that a larger layer of pebbles for drainage is at the bottom and with good potting soil the plant will begin to grow from two or three seeds planted one inch deep in the soil.

4. Each student will write a sentence on sentence strip or strips of other paper. Tape sentences together and secure to a wall or bulletin board. Ask students to read the sentences. Discuss the problem of clarity in these run-on sentences. Ask students for suggestions in correcting and have the students write their corrections.

5. Write run-on sentences on a long narrow sheet of paper. Fold and place the sentences in a paper bag. Students pull sentences from bag and read—discuss how corrections may be made—students then correct.

ESSENTIAL SKILLS
WRITING

GRADE 9

The student will:

W09001 Write simple, compound, and complex sentences in response to specified items/topics studied at Grade 9.

Activities:

1. Ask students to write a compound sentence, using the conjunction **or**, about the hardest choice they ever had to make. (Example: I could go to a Bengals football game, or I could go to the rock concert.)

2. Divide the class into pairs. Have each pair decide on an action for each person. The two people then perform the two actions in front of the class. The class writes a compound sentence about the two actions. (Example: Chris sharpens a pencil, and Rich holds her books)

3. Hold up a colorful poster or picture. Have students write a sentence about it starting with subject, verb, then add adjectives, etc. Elaborate on this—going from simple to complex to compound sentences.

4. For an experiment in science class, have students predict/describe cause effect relationships. Give the students five effects/results and have them write complex sentences stating the complete relationship including both the cause and the effect.

5. Have students look through magazines and newspapers to find sentences with dependent clauses. Have students write a dependent clause of one sentence they found. Then have them make up a different ending (independent clause) for the sentence.

6. In response to a story, novel or play read, have students create cause/effect sentences about a character's motives and actions.

   Example: **Romeo and Juliet**. Because Romeo thinks Juliet is dead, he commits suicide.

W09002 Write simple and compound sentences which apply mechanics and structure/usage skills identified for mastery Grades 1-9.

Activities:

1. The following is all one run-on sentence. Rewrite using periods, semicolons, conjunctions, etc. to make a better story. Use clauses of simple structure, some compound sentences. Make sure commas are in right place, capital letters, etc.

   Example: Dinner Out is title.

   molly wants mexican food i want chinese food, we all decide on hamburger, denise can drive us, we can walk, so we walk, so we are there, the waiter seats us, the fries are great, i ask for three orders, we all stuff ourselves.

2. Here is a two-word sentence: Mark leaves. Rewrite—adding an appositive such as the singer, the baseball player, the shy one. Now add adjective, add adverb, direct object, use prepositional phrase, etc.

3. On the chalkboard write clauses such as, "If i were president. . ." Have students complete the sentences by adding independent clauses. OR have one student ask any question beginning with the word **why**. (Why did you like the dance?) Other students answer the question with a complex sentence using **because**.

W09003 Write a summary of specified material appropriate to grade level.

W09004 Write descriptive, narrative, and expository paragraphs.

Activities:

1. Select two students to act out a skit in front of the class. Have them assume roles of a parent and a teenager. Present them with the situation: The teenager is explaining why he should be allowed to go to a party. The parent is reluctant to let him go because of the "crowd" that will be there. Have students present the scene. Then assign the class to write a descriptive paragraph describing the physical appearance of one of the characters. Have them write a narrative paragraph describing what occurred in the scene. Then have them write an expository paragraph explaining the parent's concerns.

2. Have students write a paragraph describing their favorite sports character. They must tell what he/she looks like, how he/she acts while participating in the sport, and what makes this person different from other people in that sport. Explain that they should begin the paragraph with a sentence which tells the reader what they think about this character.

3. Expository: Students will develop each of these topic sentences into an expository paragraph. They will make a rational rather than an emotional appeal. Rely on statistics, documented references, specific examples.

   A. Offering six hours of instruction in a school day is one way to ensure a better quality education.

   B. I am more like my father than my mother in my personal tastes (or vice-versa).

   C. Participation in extracurricular sports, clubs, activities enhances one's education.

4. Narrative: Students will develop each of the topic sentences below into a narrative paragraph. Stress the fact that the principal task is to relate what happened as interestingly as possible. Keep a time sequence and use as many "time clock" words as necessary to keep events precisely related in time.

   Examples:

   a) We arrived at a state park in the afternoon after a hectic trip.
   b) We spent the first week of the summer vacation looking for work.
   c) What we thought would be a boring party turned out quite the reverse.
   d) It was the most embarrassing experience of my life.

5. Descriptive: List several current topics from newspapers and have students provide words to describe the topics. The descriptive words are listed under the topics and students choose a topic and descriptors from which to develop a paragraph.

W09005 Apply all mechanics, structure, and usage skills identified for mastery Grades 1-9.

W09006 Identify correct end punctuation.

Activities:

1. Divide students into groups. Assign each group a punctuation mark and have them write 5-10 sentences. Have groups exchange sentences and change the sentence to fit their punctuation mark. (Example: questions to statements).

2. Cut out a newspaper article or copy a paragraph from a book, remove the end punctuation and have students go back and figure out what it should be. Discuss if theirs is different from the original.

3. Challenge students to write sentences that can express different meanings depending on the punctuation (Example: Get Out!, Get Out?). Then using the resulting sentence, have a competition. Each team has four students each assigned a punctuation mark written on a poster. As the teacher reads sentences, the student with the appropriate punctuation mark needs to stand up. The team with the most points wins.

W09007 Identify correct use of commas in a series.

Activities:

1. Use the food section of the newspaper. Students will plan three meals. Have them list items to be purchased, then have them rewrite lists into sentences.

2. Think of a pizza. List all the things the chef could put on the pizza. Rewrite the list into sentence form.

3. Students will write a paragraph about their favorite food or favorite TV show. Have them list in phrases reasons why either is their favorite.

4. Think about the things you do before leaving for school. Write sentences including lists of your actions describing your activities. Be sure to use commas to separate the actions you write in a series.

W09008 Identify the correct use of commas in dates and addresses.

Activities:

1. Students will make a list of family members' birthdays and addresses using commas correctly. Have them use each family member's birthday and address in a sentence.

2. Have students use the library to research addresses and birthdates of their favorite sports figures or entertainers. They should write the information they find in sentences.

W09009 Identify correct use of punctuation in greetings and closings of friendly and business letters.

W09010 Identify the correct use of quotation marks to enclose titles of articles and short stories or poems in collections.

Activities:

1. In connection with using the **Readers' Guide**, have the students list five articles on a topic they are studying in science class. Each title must be punctuated correctly.

2. Create a list of fictitious book titles (i.e., **50 Excuses for Not Having Homework**). Have the students create titles of chapters, punctuating each correctly.

W09011 Identify the correct use of underlining in titles of books, movies, and periodicals.

Activities:

1. Assign an author of novels, short stories, and/or poems. The students will read about the author in an encyclopedia. The students will then write sentences using the titles of novels, short stories or poems written by the author, punctuating each one correctly.

2. Give a punctuation "pop-quiz" by asking students to list the titles of their three favorite movies, books, magazines or newspapers (or anything of your choice with titles). A variation of this would be to ask specific questions, such as:

   -What is the name of the local newspaper?
   -Name a magazine that contains weekly news summaries.
   -What is the movie currently showing at (a local theater)?

   The written response must be correctly underlined to be counted as correct.

W09012 Identify simple and compound sentences and their correct punctuation (including sentence-combining).

Activities:

1. Separate the class into two teams. One member from each team will go to the board. Ask the student to write either a simple, compound or complex sentence about a certain topic. The student who has a correct sentence first is the winner and his/her team gets a point. At the end of the class, the team with the most points wins the game. Extra credit can be used for a prize.

2. Pick a topic, such as going to a ball park, and write a simple sentence about it on a chalkboard. Have a few students each add another simple sentence, joining it to the others with only a comma. As a class, revise the long run-on sentence by putting in periods, capital letters, semicolons, and conjunctions.

3. Have each student write a simple sentence on a piece of paper, then exchange sentences. The new owner of the sentence is to complete the simple sentence that was received by joining a clause beginning with "and" or "but". Remind students about commas.

W09013 Identify the correct form of a pronoun for use in a given context.

Activities:

1. Point out people, places, and things in the room, or in the nearby outdoors. Name them (John, table, pencils, etc.). Then have students give the best pronoun for the name. Repeat using groups of people, places, and things.

2. Assignment 1: Students are to choose any topic. Then write a paragraph or short story. **No pronouns are to be used.**

   Assignment 2: Check writing. This time substitute pronouns for all the nouns.

3. List pronouns. Write various sentences. Students must decide what kind of word is needed to fill a blank.

   Example: _____ (**We**) baked a coconut cake for _____ (**her**) birthday.

4. The students will be given a paragraph of approximately seventy-five words which will contain a number of commonly misused pronouns to be corrected and will in oral discussion explain why the pronouns were used incorrectly.

W09014 Identify the verb which is appropriate in number for a given context.

Activities:

1. Write "Super Party" on the chalkboard as a title. Divide class into two groups. Ask one group to think of five subjects that went to the Super Party. The other group is to think of five action verbs that go with the subjects. Concentrate on number.

2. Divide class in half. One group is verbs, and the other group is subjects. Assign each student a word (subject or verb depending on the group) to write on a sheet of paper and then hold up. A subject must go and find the verb that agrees with him or her.

3. Make a list of nouns such as: students, fathers, trucks, ballerinas, nurses, teachers, books, rock stars, flowers, etc. Then write a verb for each noun. Nouns or verbs can be made increasingly difficult.

4. Make a list of subjects and verbs; mixing singular and plural. Students will match correct pairs and then write a sentence using singular as well as plural.

5. Give students ten sentences with compound subjects connected by **and** or by **or**. Ask the students to change the conjunction **and** to **or** and make the necessary change in the verb. The conjunction **or** is then changed to **and** with the necessary verb change.

W09015 Identify the verb which is appropriate in tense for a given context.

Activities:

1. Divide the class into two groups. Have one group think of ten subjects. Have the other group think of ten simple predicates (action words). At the same time, have a member from each group write the lists on the board, side by side, to make funny combinations. Concentrate and help students with tense.

2. Write "Super Party" Present, Past or Future on the chalkboard as a title. Divide class into two groups. Ask one group to think of five subjects that went to the Super Party. The other group is to think of five action verbs that these subjects did. Concentrate on tense.

3. Students will find and copy 5 sentences for each tense using magazines, books or newspaper as resources.

4. Select a particular holiday. Students will write sentences in each tense pertaining to facts on information regarding that holiday.

ESSENTIAL SKILLS
WRITING

GRADE 10

The student will:

W10001 Write a summary of specified material studied at Grade 10.

Activities:

1. Have the students summarize each act of a play read. (For those who cannot summarize an entire act, have them summarize each scene).

2. Read the students an article on a controversial topic and have them summarize the article. If necessary give them a copy of the article, and have them summarize it.

3. Have the students summarize a class or activity from another subject area (e.g., Science, Social Studies). Other students in the same course can judge the accuracy.

W10002 Demonstrate the ability in writing to express personal feelings and ideas and/or to respond to certain demands of the school or society through a single paragraph, a series of related paragraphs, essays, a friendly letter and a business letter, including:

A. Selecting, restricting and developing ideas appropriate for the audience

B. Spelling correctly

C. Applying mechanics skills identified for mastery Grades 1-10

D. Applying structure/usage skills identified for mastery Grades 1-10

E. Revising and editing for final copy

W10003 Apply all mechanics, structure, and usage skills identified for mastery Grades 1-10.

W10004 Identify the correct use of commas in a series of clauses, introductory elements, and interrupters.

Activities:

1. Comma game—using strips of poster paper write out 20 sentences

containing series of clauses, introductory elements and/or interrupters. Do not punctuate. Divide class into 2 teams. Have each team correctly punctuate 10 sentences by pinning cut out commas in each sentence. The strips can be printed on a bulletin board as each is completed. The team that finishes first and most accurately "wins".

2. Have students create 10 sentences with clauses in a series, introductory elements, and interrupters without punctuation. Collect the papers and redistribute so that a student does not get his own paper. Students punctuate the "new" paper and return it to its originator to be checked.

W10005 Identify the correct use of a colon to introduce a list of items in a sentence.

W10006 Identify the correct use of a semicolon to separate phrases or clauses which contain commas.

W10007 Identify the correct use of quotation marks in direct quotations.

Activities:

1. Take a newspaper article and have the students change the indirect quotations to direct quotations, punctuating correctly.

2. Copy an interview from a popular magazine. Have the students rewrite the interview into a dialogue using proper punctuation, capitalization, etc.

3. Give the students excerpts of a script from **Scope** or **Voice** or another student magazine. Have the students rewrite the script into dialogue.

4. Have two students talk to each other and record their dialogue in writing. Create a model on the chalkboard or using the overhead, writing your questions and a student's answers using proper capitalization, punctuation and indentation.

5. Have the students complete a series of exercises in which they fill in necessary quotation marks, capitalization and punctuation marks for direct quotes. The sentences given would omit those marks so that the students can fill them in.

   Example: Joe said to his mother this Saturday I'm going to the game with my friends.

6. Bring in an object that is unfamiliar to most students and ask students to write questions and answers about the object, using direct quotes.

W10008 Identify correct use of capital letters in titles, dialogue, and quotations.

Activities:

1. Have the students list their favorite books, short stories, songs, movies and TV shows, capitalizing the titles correctly.

2. Using the student lists of titles from the previous activity, scramble each title by writing it in lowercase letters. Give the students a list of twenty-five scrambled titles and have them unscramble them within a 10-15 minute time period.

3. Have students make a list of their favorite movies, books, television shows, and songs. Have them omit capital letters. Select students to put their lists on the board. Have them challenge other students to correctly capitalize the lists at the board. The same procedure could be used for quotations by having students jot down lines from television shows, movies, or songs.

4. Dictate titles of popular songs to students, telling them to correctly capitalize the titles. Check their answers against a prepared overhead projection.

5. Project an uncaptioned cartoon on a screen. Have the students write a dialogue for the cartoon and capitalize the dialogue correctly.

W10009 Identify simple, compound, and complex sentences and their correct punctuation (including sentence-combining).

W10010 Identify correct use of transition within a paragraph (e.g., chronological order, comparison/contrast).

Activities:

1. Make copies of a model paragraph written in chronological order, but blank out all transition words. Have the students insert the appropriate transition words or phrases.

2. Assign a newspaper article to be read. Have the students locate the transitions within the article.

3. Find a paragraph organized chronologically. Cut the paragraph into individual sentences and have a contest to see who can get the paper back in the correct order. Emphasize paying close attention to the transitions.

4. Have students put together a comparison/contrast paper that has been cut into sentences. Ask the students to write on a piece of paper why they placed the paragraph in the order they did. Go over why the author placed it in a particular order.

W10011 Identify lack of unity within a paragraph.

W10012 Identify the agreement of number and person between a pronoun and its antecedent.

Activities:

1. Write a paragraph with incorrect agreement. Have students locate the errors and make the correction.

2. Use student themes and essay questions as discussion points to illustrate problems with agreement by making a handout or overhead projection of their most outstanding errors.

W10013 Distinguish between examples of standard and non-standard English construction (e.g., hisself, himself; of, have; theirself, themselves; idea, ideal; double negatives).

Activities:

1. Assign students to list non-standard forms used by other students as they ride a bus. These should be listed in a notebook for one week. Discussions and corrections of non-standard forms as a class activity are useful.

2. After explaining the difference between standard and non-standard expressions, have each student construct 5 sentences using non-standard constructions. Have students exchange papers and correct non-standard expressions by crossing them out and correcting the construction.

3. Videotape a television show such as **The Beverly Hillbillies**. Have students watch it and copy examples of non-standard English used by the characters. Discuss their findings, asking for standard English to replace the non-standard examples.

W10014 Identify the main idea of a paragraph as expressed in the topic sentence.

Activities:

1. Make copies of paragraphs that have topic sentences in a variety of positions. Blank out the topic sentences. Have the students create their own topic sentences for the paragraphs. Compare responses and select the best.

2. Have the students identify the topic sentences from five paragraphs in their Social Studies texts. Students can work in groups. Each group should select a paragraph to show to the class by displaying it on a poster board. They should copy the paragraph on the board and underline the topic sentence. Posters can be used for class display.

ESSENTIAL SKILLS
WRITING

GRADE 11

The student will:

W11001 Demonstrate the ability in writing to express personal feelings and ideas and/or to respond to certain demands of the school or society through a single paragraph, a series of related paragraphs, essays, and a business letter, including: *

A. Selecting, restricting and developing ideas appropriate for the audience

B. Spelling correctly

C. Applying mechanics skills identified for mastery Grades 1-10

D. Applying structure/usage skills identified for mastery Grades 1-10

E. Revising and editing for final copy

W11002 Construct a comparison/contrast paragraph.

Activities:

1. Through class discussion, develop a pro/con outline on a timely topic. From the information generated, have the students write paragraphs which compare or contrast the different opinions expressed in the class discussion.

2. Identify themes from American Literature and find information from current newspapers and/or magazines which offers a comparison or contrast. Have students write paragraphs using the information.

W11003 Write simple, compound, and complex sentences which apply mechanics and structure/usage skills identified for mastery Grades 1-10.

W11004 Write simple, compound, and complex sentences in response to specified items/topics studied at Grade 11.

W11005 Apply mechanics, structure and usage skills identified for mastery Grades 1-10.

W11006 Identify simple, compound, complex, and compound-complex sentences and their correct punctuation (including sentence-combining).

ESSENTIAL SKILLS
WRITING

GRADE 12

The student will:

W12001 Demonstrate the ability in writing to express personal feelings and ideas and/or to respond to certain demands of the school or society through a single paragraph, a series of related paragraphs, essays, and a business letter, including:*

A. Selecting, restricting and developing ideas appropriate for the audience

B. Spelling correctly

C. Applying mechanics skills identified for mastery Grades 1-10

D. Applying structure/usage skills identified for mastery Grades 1-10

E. Revising and editing for final copy

Activities:

1. Have students write a business letter in which they state a hypothetical problem. Allow the students time to develop the letter, paying close attention to audience, spelling, mechanics, etc. Then have students place the letter in an envelope and give the envelope to another student who must compose a letter which answers it.

2. Have students write a paper which describes a place they like to go and explain why that place was chosen.

3. Set up several mini-debates in class. Choose controversial topics with one half of the class arguing one side and the other half arguing the other. Have students write a short paper supporting their personal belief after the mini-debates are completed.

W12002 Construct a pre'cis of material studied at grade level.

Activities:

1. Find three articles about the same topic. Have the students write a pre'cis of all three. Read to the class and let the class guess which pre'cis goes with which article. Discuss why one pre'cis might be easier to place than another.

2. Have the students summarize scenes from one of Shakespeare's plays. When finished with the play, have each student illustrate a scene then put the summary under the illustration. Place all of the illustrations and summaries on the bulletin board and the other students have a concise version of Shakespeare to read!

3. Have the students select and read an article from a current magazine, editorial from a newspaper or current or historical speech and write a pre'cis. They should attach the pre'cis to the original.

W12003 Construct persuasive and argumentative paragraphs.

Activities:

1. Have the students write letters to their parents to state and defend a decision they have made to purchase a car, move out of the house, or take a spring trip to Florida with their friends. Indicate that their arguments must be factual, concrete, effective and articulately presented.

2. Permit two students to work together to discuss and compose a paper on an argumentative topic. Each student would take an opposing point of view. Read each paper to the class. Permit the audience to determine by secret ballot the most persuasive argument.

W12004 Demonstrate the ability to select, research, and organize a topic and produce a research paper including appropriate documentation.

W12005 Apply mechanics, structure, and usage skills identified for mastery Grades 1-10.

WRITING ACTIVITIES COMMITTEE

Jerry Brown, Teacher
Laurel County Schools
Laurel County High School
1705 S. Main
London, KY 40741

Jane Cline
Instructional Supervisor
Mason County Schools
386 Chenault
Maysville, KY 41056

Jo Cox, Teacher
Fleming County Schools
Hillsboro Elementary School
P.O. Box 8
Hillsboro, KY 41049

Nancy Edwards, Teacher
Boyle County Schools
Perryville Elementary School
Perryville KY 40468

Galena Fulkerson, Teacher
McLean County Schools
Calhoun Elementary School
Calhoun, KY 42327

Helen Heil, Teacher
Covington Independent Schools
Covington Holmes High School
25th and Madison
Covington, KY 41011

Janie Lloyd, Teacher
Crittenden County Schools
Crittenden County Elementary School
Box 77A-1, Route #2
Marion, KY 42064

John O'Brien
Instructional Supervisor
Ft. Thomas Independent Schools
2356 Memorial
Ft. Thomas, KY 41075

Kay Peebles, Teacher
Murray Independent Schools
Murray Middle School
801 Main Street
Murray, KY 42071

Ruth Rankin, Teacher
Fleming County Schools
Fleming County Middle School
242 W. Water Street
Flemingsburg, KY 41041

Judy Thomas, Teacher
Breckinridge County Schools
Milner Elementary School
Stephensport, KY 40170

Mary Walker, Teacher
Jefferson County Schools
Trunnell Elementary School
7609 St. Andrews Church
Louisville, KY 40214

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap.

—printed with state funds—